

## Inspection report for early years provision

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<b>Unique reference number</b>	131295
<b>Inspection date</b>	22/02/2010
<b>Inspector</b>	Sylvia Shane

<b>Type of setting</b>	Childminder
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 1997. She lives with her husband and school aged children in the St Denys area of Southampton. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. There is access to a toilet on the ground floor.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is registered to provide care for a maximum of four children under eight years of age and there are currently two children on roll, of which, two are in the early years age range. The childminder walks to local schools to take and collect children. She childminder attends groups for children on a regular basis.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder understands and implements the Early Years Foundation Stage (EYFS) overall with success. The majority of documentation required by regulation is in place to ensure children's welfare, learning, and development needs are appropriately met. Individual needs are identified and met through working effectively with parents. The childminder is committed to continuous improvement; she has increased her knowledge, resources and has successfully addressed the recommendations made at last inspection. She has begun to review the service she offers and recognises the strengths and majority of weaknesses in her provision. She understands she needs to continue to evaluate all areas of her service to ensure all elements of the EYFS are fully embedded.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission to seek any necessary emergency medical advice or treatment, is requested at the time of the child's admission to the provision (Safeguarding and promoting children's welfare) 01/03/2010

To further improve the early years provision the registered person should:

- further review and develop a systematic approach for evaluating the strengths and weaknesses of the setting to clearly identify and prioritise areas for improvement
- further develop the planning and observation system and include a system to effectively measure children's progress in learning and development in all

areas of learning.

## **The effectiveness of leadership and management of the early years provision**

The childminder ensures that risk assessments are completed in all areas of her home, as well as the outings she provides; she reviews these regularly. This means that potential hazards are identified and steps taken to reduce risks to children. Fire evacuation is practised monthly to ensure that all children are familiar with the process and can quickly exit in an emergency. Since last inspection the childminder has completed further training, in safeguarding; as a result, she has a secure understanding of safeguarding procedures and is committed to implementing them, should she have cause for concern. She ensures that all accidents are recorded accurately and any incidents recorded so that these form an effective record if any safeguarding issues are raised. In addition all adults in the household are suitably vetted.

The childminder has developed a wide range of policies and procedures which underpin her good practice. All parents have a copy of these documents which they sign to indicate that they have understood and agreed with the content. This includes a complaint procedure. Most of the regulatory records and documentation are in place and maintained efficiently, however, the childminder has not secured written permission for emergency medical treatment or advice as required by regulation. This has limited impact on children's safety at this time as she has discussed and agreed the process with parents.

The childminder shows a strong commitment to continue to improve and update her practice through ongoing training and sharing ideas with other providers of the Early Years Foundation Stage (EYFS). She generally monitors her practice well to ensure that it is appropriate to the children's needs. She talks confidently about how the six areas of learning are covered and observations support this. However, she has not yet developed a secure process to evaluate the overall progress children make. She is aware of her personal strengths and areas where she would like to improve or enhance her practice and knowledge. The childminder has begun to formalise her self-evaluation process, however, understands it is not yet fully embedded as she has not taken into account the only regulatory weakness identified.

The childminder's home is well organised. Children are able to move around freely and access the toys and resources easily. Children relax on soft sofas or cushions when needed. The childminder has a designated sleep area for babies. She has good understanding of each child's individual stage of development and demonstrates how she adjusts the activities to maintain interest and challenge each child appropriately and keep them safe. Children are encouraged to follow the childminder's good hygiene practices to reduce the risk of cross-infection.

The childminder provides good relationships with parents. They are provided with daily verbal updates on their child's progress and development. In addition, they are invited to make comments on the service she offers and to discuss the next

stage of their child's development. The childminder has a good understanding of how to promote partnerships with other providers of care and education; however, this does not apply, as children do not attend other settings at this time.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and relaxed in a homely environment; they have developed a warm and trusting relationship with their childminder and each child is treated as a unique individual, and therefore feels accepted. The childminder is sensitive to their needs, for example, she introduces the children to the inspector and explains to them in simple terms why she is there, and as a result, children feel safe. The childminder has a positive disposition which encourages children's enthusiasm for learning; they respond to her really well and are excited about what is on offer. The childminder knows the children very well and their individual background and circumstances acknowledged. As a result, she is aware of the important events in their lives and celebrates these with them. She talks about their families and pets and therefore children feel a sense of importance.

She listens carefully to what they have to say encouraging their conversation and ideas. She is particularly responsive to the sounds that babies make. She encourages their language as she responds to and affirms the sounds that they make. Children access the toys and resources, freely engaging in play and choosing what they want to do. Therefore, children are learning to make decisions for themselves, this promotes self-confidence and self-esteem. They begin to understand the wider world as the childminder provides regular outings in the community, such as local toddler groups, and visits to the local Sure Start centres. This gives children opportunities to mix with others and further develop social skills and engage in a wider range of activities with their friends. Children's behaviour is good as the childminder is a positive role model and children are encouraged to say please and thank you and sit to the table to eat their snacks. The childminder encourages their independence and she gives them plastic knives to cut up their fruit. She understands the importance of letting babies feel and explore the banana and takes a step back before intervening and cutting up their fruit into bite-size pieces so they can eat it safely with out choking.

Activities cover all areas of the curriculum, and promote the skills for future economic well-being. For example, they learn to count through simple activities when placing and counting the currants as they decorate their cakes. They count their shoes as they put them on. The childminder has colourful posters in order to encourage children to recognise shapes, colour, and numbers. They learn about size as they try the differing size lids on the teapot and kettle. When children get out the chair from the doll's house the childminder talks to them about whether it is too big or too little. They explore a range of programmable toys pressing buttons and learning how to open lids, for example, on the mini computer. They are provided with realistic, but safe home corner resources. For example, the kettle sounds as though it is boiling and the children offer cups of tea making the activity come to life. The childminder encourages children's creativity through music and art activities. Toddlers are showing great skill as they coordinate their movements

to thread laces through small holes, this activity is made all the more attractive because the bracelets are edible. Stories are interesting and meaningful as the childminder provides a wide range she knows will reflect the children's interests, such as the builder stories and books about animals similar to the ones they have at home.

Young children gain an understanding of keeping safe through discussion and daily routines, such as tidying up. They take part in the regular fire drill practice to ensure they are able to exit quickly and safely. The childminder explains to them when on outings the rules for safely crossing the road. Children gain an understanding of differences and similarities within our society as since last inspection the childminder has provided more resources to increase their awareness and knowledge of diversity. This helps them understand and learn to value others, builds self-esteem, and broadens their knowledge of the wider world. The childminder uses positive reinforcement to manage behaviour and takes into account children differing stages of development. She gives lots of praise and encouragement and therefore children are keen to please. Children learn to take turns and share through group activities. However, the childminder understands when older children become frustrated and offers distraction to the younger ones with good effect.

The childminder promotes children's good health through setting a good example and daily routines. Children go outside on a daily basis, receive fresh air and enjoy regular exercise. This includes walks to the park, schools and places of interest. The childminder promotes healthy eating by working with parents and ensuring each child has a diet that is healthy and nutritious. Individual needs are accounted for so all children have a diet that suits their religious cultural and dietary requirements. Children each have their own cups and are offered regular drinks which include water this ensures that they do not become dehydrated.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met