

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY307730
<b>Inspection date</b>	19/09/2008
<b>Inspector</b>	Brenda Joan Flewitt
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2005. She lives with her son aged eight years, in a house in the Chickerell area of Weymouth, Dorset. The ground floor is used for childminding, with toilet and sleeping facilities provided on the first floor. There is a fully enclosed garden available for outside play. The family have a dog, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children at any one time. Of these, three may be in the early years age group. She currently has five children on roll, who attend on a part time basis. The childminder also cares for children over the age of eight. The childminder supports children with learning difficulties and/or disabilities. The childminder holds an early years NVQ level 3 qualification, and is studying towards an Early Years Foundation Degree. She is a member of a local childminding group.

## **Overall effectiveness of the early years provision**

Children are cared for in a safe and secure family home where the childminder knows each child well as an individual, which enables her to meet their needs well and support them in making good progress in their learning and development. She promotes effective communication with parents and professionals to ensure that any additional requirements are addressed, so that all children are fully included. The welcoming atmosphere means that children enjoy their time they spend with their childminder, they are happy, settled and confident forming a good base for their learning and development, which is promoted well through a broad range of interesting everyday activities, both inside and out. The childminder's various forms of self-evaluation help her identify areas for development. She attends training courses, to increase her knowledge of aspects of delivering the Early Years Foundation Stage programme.

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

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

- develop the observation and assessment system, to further support children to meet their full potential
- develop constructive links with all settings that children attend.

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

The childminder implements effective policies and procedures which are shared with parents and promote children's safety and welfare. She has a good understanding of how to safeguard children and the procedures to follow with concerns. She manages children's medication and accidents well, completing the

required records accurately. The childminder completes risk assessments to help her identify hazards and implement methods to help keep children safe, which includes effective organisation of her home and outings, so that children move around freely and in safety.

The childminder promotes positive relationships with parents and some professionals. She supplies comprehensive information about the setting and seeks parents' knowledge of their child to enable her to meet their individual needs effectively. There are daily opportunities for sharing information which includes a daily diary for younger children. The childminder acts as an important link between pre-school and parent, sharing information which promotes children's well-being, but has not yet fully developed the same contact with schools.

Children benefit from the childminder's commitment to developing her role through studying for an Early Years Foundations Degree and by attending training courses such as 'Six areas of Learning', and 'Update to Safeguarding Children'. She keeps up-to-date with changes and regulations by accessing information on the internet, and as a member of a local childminding group where good practice ideas are shared. The childminder has improved children's health and safety by providing individual towels for hand drying, and by securing loose wires at the bottom of the stairs, following recommendations set at the last inspection.

## **The quality and standards of the early years provision**

Children play and learn in a relaxed and friendly environment where they are valued as individuals, and take part in a broad range of activities and experiences which help them make good progress in their learning and development. They develop independence and confidence in making choices and making their needs known, as the childminder organises her home to enable children to access favourite toys and resources for themselves. There is an informal observation and assessment system; together with effective partnerships and support of children's activities, the childminder knows the children well as individuals, their preferences and their stage of development. This assists her to plan for each child's progress. Children receive positive interaction from the childminder as she supports their activities, encouraging them to recall, develop language, solve problems and understand the world around them. For example, a pre-school child confidently chooses an activity which links to their interest in 'Thomas the Tank Engine', involving working out the correct pieces to construct a train track and using imagination. Previously a visit had been enjoyed to a train station where children learnt about various forms of transport and features of the local area.

Children learn about how to stay healthy and safe through discussion and by practising good procedures through everyday routines. They start to make healthy choices in what they eat, enjoying options such as wholemeal bread, fresh fruit and yogurts. Helping to grow vegetables in the garden encourages children's curiosity and adds a sense of achievement to healthy eating. Children participate in many outdoor activities. This not only promotes a healthy lifestyle, but they also learn about staying safe which includes crossing roads safely and respecting agreed boundaries. Children behave well. They are encouraged to display good manners

and consideration for others, they receive constant praise and encouragement for their efforts and achievements, which helps boost their confidence and self-esteem. Children develop an awareness of early science, maths and use of everyday technology and use of tools through adult-led activities such as making 'chocolate krispie cakes'. A pre-school child concentrates well as they are fully involved in the process which includes mixing ingredients, 'melting' the chocolate in a microwave, counting spoonfuls of mixture and noticing varying sizes in the finished cakes, making sure there is enough to share with the family.

Children's days include a good range of outings where children meet other people, use an extended range of equipment and explore their local environment. Regular visits to the library, a toddler group and contact with other childminders, mean that children develop social skills and confidence with other children of various ages and familiar adults. Outings to venues such as country parks and the sea life centre with their friends helps them to learn about aspects of nature and to promote a positive attitude to the world around them.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.