

Inspection report for early years provision

Unique reference number	144249
Inspection date	24/09/2008
Inspector	Brenda Joan Flewitt
Type of setting	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 1995. She lives with her husband and two children aged 14 and eight years, in a chalet bungalow in Three Legged Cross, near Verwood, Dorset. The ground floor is used for childminding, which includes toilet and sleeping facilities. There is an enclosed rear 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 five children at any one time. Of these, three may be in the early years age group. The childminder currently has five children on roll who attend on a part time basis. The childminder is a member of the National Childminding Association (NCMA) and holds a Quality First Certificate.

Overall effectiveness of the early years provision

Children are cared for in a safe and secure, well organised and welcoming family environment where the childminder knows them well and respects them as individuals, therefore, their learning and welfare is promoted well in most areas. Children make good progress in their development as they are involved in a broad range of interesting activities both inside and out. The childminder has some good systems in place for sharing information which enables her to meet children's individual needs effectively. The childminder's methods of self-evaluation help to identify some areas for improvement, and she is committed to developing her role through training.

What steps need to be taken to improve provision further?

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

- develop the assessment and planning system to further promote children's individual progress
- develop the self-evaluation system to ensure clear knowledge of all requirements.

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

- request written permission from parents for seeking emergency medical advice or treatment and keep a written record of medicines given to children
(Safeguarding and promoting children's welfare)

25/09/2008

The leadership and management of the early years provision

The childminder generally implements effective policies and procedures, which are shared with parents, that promote children's safety and welfare. Most of the required records are completed clearly, however, the system for recording medicines administered to children is not clear and consistent to fully promote children's on-going health. Parents are provided with a clear policy of procedures the childminder will follow in an emergency, however, the parental permission for seeking medical advice or treatment is not in place. The childminder carries out daily risk assessments and organises her home and outings well to ensure that children play in a safe environment. She has a good understanding of how to safeguard children and the procedures to follow with concerns.

The childminder maintains positive relationships with parents and other settings. She provides good information about her childminding which includes written policies and signed contracts. There are daily opportunities for sharing information to meet children's welfare needs which include a two-way diary. The assessment system being developed includes parents' knowledge of their child's preferences and development. The childminder has a well-established dialogue with pre-school and school and is an important link between these settings and parents to ensure children's wellbeing is promoted.

The childminder keeps up-to-date with changes and ideas for good practice through NCMA publications, and by regularly attending training courses to develop her knowledge in various aspects of caring for children such as 'Safeguarding Children' and 'Six Areas of Learning'. The childminder has improved children's health and safety by addressing recommendations from the last inspection. She has also developed her knowledge and provision for babies and younger children.

The quality and standards of the early years provision

Children play and learn in a home-from-home environment, where they develop confidence, good relationships and a sense of belonging. They enjoy a broad range of activities and experiences, which promote their learning and development with purposeful play. There is a good balance of adult-led and self-chosen tasks, both inside and outside the childminder's home, and children can select resources for themselves from a good range of play provision. The childminder knows each child well through effective communication with parents and other settings and through observations as she supports their activities. She has started to record children's achievements in a 'Learning Journey' document, and together with her knowledge of children's interests, is able to plan for their next steps. Children receive positive interaction from their childminder who joins in their play, she talks with them to encourage language development and ideas, problem solving and an understanding of the world around them.

Children use language confidently as they chat to each other and their childminder throughout the day, recalling events and people they know, discussing what they are doing and negotiating sharing equipment. They enjoy stories, concentrating well and joining in with familiar phrases. Children's understanding of number and shape is encouraged through play and everyday activities such as shopping for fruit and vegetables. For example, pre-school children sit around a table manipulating play

dough into various shapes, using their hands and a range of tools. The childminder encourages talk about colours, number, shape and direction. The children suggest 'what is needed' to complete a dough person including eyes, ears and legs. Overall, children's health is well promoted. They learn about keeping healthy through good example, discussion and planned activities such as cooking and daily outside activities which promote a healthy lifestyle. They learn about staying safe as they are included in practising the emergency escape plan, and when using safe routines for crossing roads when they are out and about. Children behave well and show respect for each other. They receive constant praise and encouragement from their childminder which helps boost their confidence and self-esteem.

Children's days include regular outings where they meet other people, use an extended range of equipment and resources and explore their local environment. For example, weekly visits to toddler groups and regular contact with other childminders give children opportunities to mix with different children, develop trust in other familiar adults, and to develop a positive awareness of people's differences. Outings to country parks or nature walks provide meaningful ways of learning about changes in nature, and encourage curiosity about features of their local environment.

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

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

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Satisfactory
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

Annex B: the Childcare Register

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