

Inspection report for early years provision

Unique reference number	144153
Inspection date	10/09/2008
Inspector	Brenda Joan Flewitt

Type of setting	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 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 1988. She lives with her partner in a house in Wimborne Minster, Dorset. Their home is within walking distance of shops, a school and parks. Children use the ground floor of the premises. Bathroom and sleeping facilities are provided on the first floor. There is a fully enclosed garden available for outside play.

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. The childminder is occasionally supported by an assistant and regularly cares for her grandchild. The childminder currently has eight children on roll, who attend on a part time basis. The childminder also cares for children over eight years. The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Children are cared for in a safe, secure and caring environment where the childminder has generally good systems in place to ensure she knows each child well to meet their individual needs and help them make good progress in their learning. The welcoming atmosphere means that children enjoy the time they spend with the childminder, they are happy, settled and confident which forms a good base for their learning and development, which is promoted well through a good balance of interesting everyday activities, both indoors and out. The childminder communicates effectively with parents and other settings to share information, which contributes to making sure that each child is well supported in all areas of their development. The childminder has started to use a self-evaluation system which helps to identify how effective her practice is in some areas.

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.

The leadership and management of the early years provision

The childminder implements effective policies and procedures to promote children's welfare and development, many of these are written and shared with parents. The required records are completed clearly, up-to-date and well organised. The childminder carries out comprehensive risk assessments and organises her home and structure of the day well to ensure that children are active in a safe

environment, where they can move around freely as they choose their activities, both inside and out. She has a good understanding of how to safeguard children and the procedures to follow with concerns.

The childminder promotes positive working relationships with parents and other settings. There are daily opportunities for sharing information to meet children's individual needs which include a daily diary for each child. The childminder acts as an important link between parents and schools and kindergarten, sharing information which promotes children's well being and development. For example, information about handwriting in reception has been shared between school, parents and the childminder to ensure that all are consistent in their approach.

The childminder keeps up-to-date with changes and ideas for good practice as a member of the NCMA, and by attending training courses. She has improved the organisation of resources following the recommendation from the last inspection, so that children can select more easily for themselves. The childminder has completed a self-evaluation form which has identified some strengths and areas for improvement, however, the system did not help the childminder identify her developing knowledge about managing complaints from parents.

The quality and standards of the early years provision

Children play and learn in a comfortable family home where they are welcomed and valued as individuals. Children enjoy a broad range of everyday activities and experiences which help promote their learning and development with purposeful play. They receive positive interaction from the childminder, which helps them understand the world around them. She supports them well in their play, encouraging them to express their ideas, recall, and solve problems. A favourite game with a young child is joining plastic 'men', which includes confidently naming the various colours, counting how many there are and constructing them into different shapes. The childminder is developing a system for recording her observation of children's play and their achievements, including annotated photos and dated samples of work. However these are not yet fully effective in informing planning for individual children.

Children are confident and communicate well. They frequently talk about events in their lives and their families, conversations flow as the childminder knows them well. A two-year-old speaks clearly to 'mummy' on the 'phone', about where they are, who they are with and what they are doing. Children select books and stories and enjoy joining in as the childminder reads to them. Children learn about how to stay healthy and safe through discussion and by practising good procedures through everyday routines. For example, a young child understands why they should wash hands because of 'germs', and they are starting to make healthy choices in what they eat and drink. Children are taught how to cross roads safely as part of their daily walk to and from school and are included in practising the emergency escape plan, so that they know what is expected in a real situation.

Children's days include various opportunities to meet other people and use a variety of equipment in various contexts, which helps promote a positive attitude to their

local environment, people's differences and the world around them. For example, they regularly attend a local toddler group where they mix with other children and take part in an organised group song time and snack time, this helps to prepare them for routines when they start in a kindergarten. Children behave well and respond positively to requests, which are clearly explained. They receive constant praise and encouragement for effort and achievement, which helps boost their self-esteem.

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.	Satisfactory

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?	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

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.