

## Inspection report for early years provision

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<b>Unique reference number</b>	141084
<b>Inspection date</b>	16/12/2008
<b>Inspector</b>	Carole Argles
<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 has been registered since 1991. She lives with her husband in Sturminster Newton in North Dorset. Ground floor areas of the premises are used for childminding. There is an enclosed rear garden for outside play. Family pets are two rabbits. There is level access to the house

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to provide care for six children under the age of eight years. She does not provide overnight care. There are currently 20 children on roll aged up to 14 years of age, of whom 12 are in the early years age group. The childminder offers funded nursery education. At times, she works with an assistant who, with written parental agreement, may have sole charge of the children.

The childminder is a member of the National Childminding Association, the Dorset childminding Network and the local childminding group .

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

The children are cared for in a welcoming, safe and secure environment. They are happy and confident and have a warm and friendly relationship with the childminder. They thoroughly enjoy the wide range of resources and activities provided and are making excellent progress in their learning and development. The childminder is welcoming to all and is careful to meet every child's individual needs, working effectively with their parents and others to achieve this. She is enthusiastic and frequently undertakes training. She continues to develop her childminding service and is fully committed to providing high quality care for the children.

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

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

- continue to develop ways to provide more opportunities for children to select toys and resources independently
- extend the opportunities for parents to contribute to the observation, assessment and planning cycle

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

The children benefit from the childminder's good organisational skills. She implements effective policies and procedures and maintains all the records needed to promote their safety and welfare. She understands how to safeguard them from harm or abuse. She carries out thorough risk assessments of her premises and all outings, and takes sensible precautions to reduce the likelihood of accidents. The

children's health is well supported and there are effective measures to minimise the risk of cross infection. The childminder organises her home well so that children can take part in a wide variety of activities. She has an extensive range of good quality toys which provide interest and enjoyment for all. Children choose what they would like use but at present not many resources are stored so that they can take them without help.

The childminder reflects on the quality of care she provides and monitors the children's learning effectively. This allows her to identify areas of her practice to develop further so that she can enhance the experiences she offers them. For example, at present, she is creating a separate playroom with more accessible storage of toys. The childminder forms good working relationships with parents and this promotes continuity in the children's care. They exchange information daily, using a diary to record details about the younger children's day. Written agreements are in place and parents receive appropriate information about what will be provided. The childminder respects parents' wishes for their child and, for example, liaises with them about behaviour management to achieve a consistent approach.

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

The children are comfortable and secure and relate very well to the childminder. There are high levels of conversation and interaction between them and this is very effective in supporting their communication skills. The childminder skilfully asks questions to encourage them to express their ideas and recall past events. They are curious about the world around them and ask questions to find out more. The children's behaviour is very good and they respond well to the childminder's calm and positive approach. They play cooperatively together showing concern and respect for others. They receive praise and recognition for good behaviour and as well as their achievements. The childminder is interested in them and often talks with them about their interests and their families and consequently they feel valued and develop good self-esteem. They are confident and are proud of their achievements and, for example, enjoying showing their drawings to others.

There is a good balance of adult and child-led activities and outings, and the children make many choices about what they do and follow their own interests. They are bright, lively and eager to learn, often showing sustained concentration. They are interested in the world around them and spontaneously talk about what they see, for example, remarking on the texture and colours of a blanket. The children explore a wide range of resources and enjoy using torches and lights in a dark den under a table. They find out about the wider world and different cultures through pretend play, music, food and stories. They celebrate festivals including those of personal significance to them such as Diwali and Christmas. The childminder helps them begin to consider their own health and safety. They learn good hygiene routines and independently wash their hands and fetch tissues when required. They know to tidy away toys so they do not trip over them and they find out about healthy foods, helping to grow vegetables which they harvest and eat. The children show developing control and coordination of their movements. They frequently play outside and use a range of age-appropriate equipment in the

childminder's garden and at local parks.

The childminder observes what the children can do and how they approach their learning, and keeps meticulous records of their progress. This allows her make informed decisions about the next stage in their development and to tailor activities to their individual needs. She establishes links with staff at other settings that some children attend to promote continuity in their learning and care. Parents are kept well informed about their child's progress and the childminder has begun to ask them to contribute what they know about their development to their files. However, at present they are not fully involved in the observation and planning cycle. The children learn through a practical and fun approach. For example, they develop numeracy skills through number rhymes and were using finger puppets to count how many ducks came swimming back when one had gone away. The childminder skilfully adapts activities to make sure that all children are included. For instance, babies sit on her lap when they are looking at books and listening to stories. They explore musical instruments alongside older children when they are making music and singing together. There is excellent support for children who have any learning difficulties or disabilities. The childminder takes additional training and works closely with parents and other professionals to ensure that their specific needs are met. She is resourceful devising ways to make sure that they are fully included and obtaining interesting additional resources to promote their development.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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.

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.