

## Inspection report for early years provision

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<b>Unique reference number</b>	EY378033
<b>Inspection date</b>	20/02/2009
<b>Inspector</b>	Bridget Copson
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She works from a private house situated in the village of Puddletown in Dorset. The childminder works with other childminders and assistants, providing a holiday and a before and after school care facility for local children. The accommodation available for childminding includes all areas on the ground floor, plus one bedroom on the first floor. There are additional toilet facilities on the first floor. An enclosed garden is available for outdoor play.

The childminder is registered to care for a maximum of six children at any one time when she is working alone. When working with other childminders or assistants, they may jointly care for up to 18 children. She is currently minding 102 children, 67 of whom are under eight years, of these seven are in the early years age group. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The childminder is a member of an approved childminding network and the '4children' association. She holds a level 3 child care qualification.

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

Overall the quality of the provision is outstanding. Children's care and learning needs are promoted to a high standard in all areas and their welfare is safeguarded at all times. Their individuality is valued and nurtured and they are fully integrated and included at all times, which is evident through the pride and ownership they have for the provision. As a result, children are making excellent progress through the Early Years Foundation Stage. The childminder is proactive in improving all aspects of her provision to ensure continuous improvements are made in promoting the Every Child Matters outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- making further use of the observational assessments through identifying, more clearly, the learning priorities for all children.

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

The childminder uses her very well organised and comprehensive policies, procedures and records to maintain the safe and highly effective management of her provision. The childminder works with a team of other childminders and assistants with whom she has developed excellent communication and team work. In addition, thorough vetting procedures, induction and personal development

programmes ensure high levels of care and learning are maintained. She has a very good knowledge of child protection issues and carries out rigorous checks to monitor and maintain health and safety in all aspect of the provision. As a result, children's welfare is assured.

The childminder has very successful systems to evaluate and improve the quality of her provision. She is proactive in updating her knowledge and skills through attending training courses and workshops. She has also established links with the local authority, is a member of the Dorset Children Come First network and has gained validation for the Dorset Quality Improvement Scheme. She has developed a highly effective self-evaluation system which reflects the views of all those she works with as well as parents and children. As a result, many improvements have been made to the quality of children's care and learning.

Children benefit from the excellent partnerships established with parents. The childminder provides a comprehensive welcome pack for parents which delivers an accurate reflection of her provision. Parents' involvement and contribution is encouraged and highly valued and the wealth of information ensures they are kept very well informed. The excellent links established with others involved in children's care and education ensures consistency in all areas.

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

Children flourish within an exceptionally well organised learning environment. This provides them with an excellent range of activities and experiences, all easily accessible to promote independent play. Their learning is promoted extremely well through the childminder's very good knowledge and understanding of the Early Years Foundation Stage and how well she knows each child in her care. As a result, children are thriving in all areas of their learning and development. She interacts with great interest and takes time to nurture children and support them in building self-confidence to succeed. For example, children design and sew hand puppets and are thrilled with their end results. Children take an active role in planning their activities through contributing to wish lists. The childminder adapts these ideas sensitively to enhance learning opportunities as well as maintaining a sense of fun. For example, children suggest a visit to Disneyland on the list. Using the idea, children instead enjoy a USA day, exploring things the country is famous, such as the president, money, film studios, characters, flag and then make and eat American food. Effective assessment systems monitor children's progress and are shared with parents and the children's schools, their primary care setting, to promote consistency. However, these do not always clearly highlight the learning priorities to reflect each child's progress and to further inform parents and other carers.

Children arrive happy and quickly get involved in their chosen activities with the childminder or their friends. They are highly motivated and interested, remaining engaged in their play for long periods. They demonstrate excellent independence and involvement through extending their own ideas and learning. Children are developing very good communication skills. They listen extremely well and talk freely. They write to make labels, displays, information posters and to complete

charts for snack times. Children enjoy problem solving and are encouraged to do so to promote independent thinking. Children make excellent use of the environment to learn about nature. For example, they explore the woods to find animal foot prints and plants. They also use interesting resources they find, such as a long curvy stick which children have painted and stuck on eyes and a tongue to make a snake. Children take a very active role within the local community and enjoy an extensive range of local outings which they remember through exploring their memory books. Children's creative talents are promoted extremely well through the wealth of resources to promote imaginative play and designing skills. Children's behaviour is exemplary. They are developing an excellent understanding of the diverse needs and beliefs of others around them and treat each other with kindness and respect. They are very well supported by the childminder who acts as an excellent role model. She provides continuous encouragement and praise to promote their self-esteem.

Children's welfare is of paramount importance to the childminder. They benefit from a very safe and secure environment which allows them to play freely and safely. Children take a very active role in learning about keeping safe. For example, they manage road safety, make safety leaflets and have a buddy systems for all outings. Children's health is promoted very well through the high standards of health and hygiene maintained and innovative games and activities to explore personal hygiene. They get involved in the preparation of nutritious snacks to develop their understanding and interest in healthy eating. Their physical development and fitness is promoted extremely well through an extensive range of equipment in the garden areas and indoor games. The free-flow system also allows more active children to run freely and play outside.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### 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>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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
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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 registration.

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.