

## Inspection report for early years provision

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<b>Unique reference number</b>	139242
<b>Inspection date</b>	04/12/2008
<b>Inspector</b>	Janet Armstrong
<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 2000. She lives with her three children, two sons aged 12 and 16 and a daughter aged 18 years in a detached house in the village of Longburton, near Sherborne in Dorset. The ground floor is used as the main accommodation for childminding purposes. This comprises of a conservatory used as a dedicated play area for children, living room, kitchen and toilet facilities. Rest and bathroom facilities are available on the first floor. There is a fully enclosed garden available for outside play.

The childminder holds an NVQ level 3 qualification in child care and education. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children, three of whom may be in the early years age group. There are currently six children on roll, all attending on a part time basis, four of whom are in the early years age group. There are no children currently being cared for overnight. The childminder also offers care for children over eight years of age.

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

The welfare and learning outcomes for children are promoted to a very high standard. This is achieved through the childminder's excellent use of her knowledge of how children learn. Her positive interaction and meaningful challenges enable her to gear activities to each individual child's learning requirements. Regular ongoing training and effective evaluation of her practice ensures she continues to provide outstanding levels of care and education.

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

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

- continue to develop planning and assessment systems to focus on the children's next steps of learning using the Early Years Foundation Stage guidance and practice cards.

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

The childminder is exceptionally well organised. She has written policies of her excellent procedures and practices followed to ensure that parents are well informed and the children's individual needs are met. The childminder is supported by detailed documentation and records that enables her to establish and promote excellent working relationships with parents. This means that parents are included in all aspects and decisions regarding the children's learning and routines followed. The childminder has established good working relationships with other settings that the children attend to ensure that appropriate information is shared. These

positive practices means that children have a strong sense of belonging through the continuous and consistent care they receive.

The childminder is committed to her role and offers outstanding provision. She is clear on her responsibilities and attends regular training to ensure her practice and skills are up-to-date. Children's safety is a priority. Daily risk assessments are undertaken of her home and garden, identifying potential hazards and actions taken to remove them. This means that her home is a safe environment for children. The childminder has updated her safeguarding children certificate and is clear on her duty to protect and keep children safe. This enables her to promote children's safety and welfare to a high level.

Systems for self-evaluation are new. However, these already show that the childminder has a realistic and true picture of her strengths and the impact this has on her work and the children. Her identified areas for improvement will enable her to continue to build on the excellent practice already in place through ensuring that children are always at the centre of everything she does and attending training and continuous reviewing of her practice, for example, her planning and assessment systems.

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

The childminder works effectively with the children to ensure that their welfare is promoted to a very high standard. For example, children learn about potential hazards around them and actions they can take to be safe. For example, on outings they talk about car safety and the need to wear seat belts and use car seats. In the house children follow house rules that raises their awareness of potential dangers they may come across, for example, taking care around hot drinks, water and radiators. This means that children are gaining a realistic understanding of the potential dangers they are faced with on a daily basis and what they can do to reduce them. They have a positive introduction to leading healthy lifestyles. The childminder works closely with parents to ensure children eat balanced and nutritious meals. They enjoy daily physical activities, regardless of the weather to help them develop control and coordination of their bodies, such as pedalling on trikes, throwing and catching balls and using scooters.

The childminder has an excellent understanding of the children's developmental needs and this enables her to interact positively with the children, ensuring they are challenged and engaged in all that they do. The children have built trusting and positive relationships with the childminder and are relaxed and comfortable in her care. The dedicated play room has been set up extremely well to provide an enabling environment for all children. It is warm and welcoming, bright and child-orientated with easy access to the clearly labelled play provision and activities, encouraging children to make free and independent choices in their play. For example, books and appropriate toys are easily accessible to younger children on the lower shelving.

The childminder is skilful at using open-ended questioning to challenge and build on what the children know. For example, during daily routines and activities, three-

year-old children are encouraged to count, such as how many steps to upstairs, how many jumps they achieve on the trampoline and how many pieces of banana they have cut up themselves for snack time. Children are learning to problem solve in meaningful situations. For example, when the Smarties keep falling off of the Christmas cookie a three-year-old is decorating, the childminder questions why this might be happening. The child is given time to consider the question, work out that more icing will help them to stick and left to resolve the problem independently. Constant discussions about what they are doing in a relaxed and fun atmosphere means that children are also developing a sense of humour and using their increasing language skills with confidence. For example, a three-year-old, when questioned tells the childminder they are learning to sing 'Baa, baa white sheep, have you any toys' for their Christmas concert and laughs contently at the joke.

The childminder has a good working knowledge of the six areas of learning and uses this effectively to help her promote positive learning outcomes for all children. She uses planning to identify themes and activities linked to the early learning goals. Her assessment systems are new and identify what the children can do and the next steps in their learning journey. It is her secure knowledge of the individual children that enables her to promote and extend the children's learning as the assessment systems do not yet link to the steps within the six areas of learning and planning.

## 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?	2
How well does the setting work in partnership with parents and others?	2
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 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.