

Inspection report for early years provision

Unique reference number	153411
Inspection date	09/12/2008
Inspector	Carole Argles
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 has been registered since 2001 and lives with her ten year old son in Dorchester, in Dorset. All ground floor areas of her house and the first floor bathroom are used for childminding. There is an enclosed garden for outside play. There is level access to the premises.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for three children aged under eight years. She does not provide overnight care. She is currently providing part-time care for four children in the early years age group.

The childminder is a member of the National Childminding Association and the Dorchester childminding group.

Overall effectiveness of the early years provision

The children are happy, safe and well cared for. They are confident and have a relaxed and friendly relationship with the childminder. She supports their learning and development effectively and is beginning to tailor activities to match their individual needs. She ensures that children are treated fairly and are included in the activities and she helps them to develop a positive and caring attitude towards others. Although she has not fully addressed all recommendations made at the last inspection, she regularly undertakes training and has sound plans for the continued development of her childminding service.

What steps need to be taken to improve provision further?

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

- continue to establish the systems for observing and monitoring the children's development to inform decisions about their future learning
- provide more opportunities for parents to contribute to the observation, assessment and planning cycle
- consider ways to organise the indoor play area so that children can select independently from a wider range of toys and resources

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

- develop a safeguarding children procedure in line with the Local Safeguarding Children Board guidance and procedures (Safeguarding and welfare) 31/12/2008
- maintain a daily record of the names of the children looked after and the hours of their attendance (Organisation) 10/12/2008

The leadership and management of the early years provision

The childminder has most of the records, policies and procedures necessary to promote the children's safety and welfare in place. However, she does not keep an accurate record of the names and hours of attendance of all children that she cares for. The childminder holds a current first aid certificate and has contact details and other information readily available in case it is needed in an emergency. Good hygiene is suitably promoted. Although she understands the signs that may show that a child is being abused or neglected, she does not know who to contact if she has concerns about a child in her care. She carries out thorough risk assessments of her premises and before going on outings and takes appropriate measures to reduce the likelihood of accidental injury to the children. She makes suitable use of her premises to provide a range of activities for the children. The garden for is rarely used for outdoor play during winter months but children have other opportunities to be outside and they visit local parks. There is a wide variety of toys and resources which provide interest and challenge for all. Some are stored where they are available for children to select independently.

The childminder keeps up to date with new developments in childcare and has a sound understanding of the Early Years Foundation Stage. She has a positive attitude towards further improvement and has begun to reflect on her practice. This is allowing her to identify ways to enhance the quality of care she provides.

Parents receive satisfactory information about the childminding service provided. Their wishes for their child are respected and appropriate written consents are in place. Continuity in the children's care is promoted because the childminder shares information with their parents daily. Diaries are used to exchange details about the younger children's care and what they have been doing.

The quality and standards of the early years provision

The children are settled and well occupied at all times. They are eager to take part in activities and show good levels of concentration. The childminder interacts well with the children, promoting their communication skills effectively. They speak confidently and clearly to others and enjoy looking at books and listening to stories. The childminder asks children questions which encourage them to think further and solve problems as they play. For example, they correctly count pictures as they look at a book together and they work out how to join pieces together to make a continuous track for their train. The children are helped to consider their own safety and welfare. They adopt good hygiene routines and always clean their hands before eating and after using the toilet or touching animals. The childminder explains why they need to tidy away toys so that they do not trip and fall and helps them learn about road safety when they are out. They are encouraged to enjoy a wide variety of healthy foods. They have helped prepare recipes from an African cookery book and been shopping to chose ingredients to make a fruit salad.

There is a suitable balance of adult- and child-led activities. The childminder plans

a weekly programme of outings for the children and they go out daily, usually to a toddler group or farm park. At the childminder's home, the children have many opportunities to follow their own interests and make decisions about what they do. For example, they asked to use a tent and other resources to make a den during their pretend play. The children play cooperatively together and are learning to share fairly and take turns. The childminder skilfully uses positive strategies to manage their behaviour and she helps children to consider the feelings of others. For example, she asks children to think about how they would feel if they were not collected when they are reluctant to go out to the school. The children develop good self-esteem because the childminder is interested in them and praises them for their achievements. She respects and values their opinions and makes sure that all are treated equally, for example, by giving every child the chance to choose a book for a story.

The children are making good progress in their learning. The childminder observes them so she knows their interests and about how they learn. She is beginning to monitor and record their development and to use this information to help her plan on the next steps in their learning. Links are being established with staff at other settings some of the children attend to promote greater continuity in their learning. The childminder talks with parents about their child's achievements and often gives them photographs of their child at play. However, she has not fully established ways to exchange information with them about their child's progress or to encourage them to help make decisions about their future learning.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	2
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

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.