

## Inspection report for early years provision

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<b>Unique reference number</b>	154254
<b>Inspection date</b>	04/11/2008
<b>Inspector</b>	Brenda Joan Flewitt
<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 was registered in 2001. She lives with her husband, adult child and three other children, aged 15, 12 and 8 years. The family live in a house on the outskirts of Sturminster Newton, Dorset. Children have access to ground floor rooms which consist of a dedicated play room, sitting room with dining area, and the kitchen. The toilet is situated off the play room. There is a fully enclosed garden available to the rear of the property for outside play. A ramp has been installed at the external entrance to the play room. The family have four rabbits, which are housed in the garden, and two cats to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She occasionally works with an assistant. A maximum of six children may attend at any one time. There are currently seven children on roll. The childminder also cares for children over the age of eight years. The childminder holds the Certificate in Childminding Practice and is studying towards an early years foundation degree. She is a member of the National Childminding Association and a local childminding network.

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

Children are cared for in a safe, secure and very well organised, stimulating environment, where the childminder knows each child extremely well as an individual. Children's needs are very well met through the excellent communication with parents and through the effective support children receive in their activities. The childminder's clear understanding of child development and the Early Years Foundation Stage (EYFS) promotes children's welfare and helps them make very good progress in their learning through meaningful activities and experiences. The childminder is committed to continually developing her role through ongoing training and as she studies towards an early years degree.

## **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 systems for sharing information with other settings, to further enhance children's progress in their learning.

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

The childminder implements effective policies and procedures, which are shared with parents, that promote children's safety, welfare and development extremely well. Security and safety are given high priority. The childminder carries out comprehensive risk assessments for areas of the home and outings to ensure that

children can move around freely and play in a safe environment. Children's accidents and medication are well managed and all records are up to date and completed accurately. The childminder has a secure understanding of safeguarding children and the procedures to follow with concerns, which is kept current through training and study.

The childminder promotes excellent relationships with parents. She supplies comprehensive information about the setting, which includes written policies and material about how children learn and develop linked to the EYFS. The childminder encourages daily exchange of information to help meet children's individual needs which includes a two-way diary recording various aspects of children's well-being and their achievements. Photos of children enjoying activities are emailed to their parents on a regular basis and parents' knowledge of their child's stage of development is included in the assessment system. The childminder is considering ways to enhance the system for sharing information with other settings that children attend.

The childminder is committed to developing her role by attending training and gaining qualifications. She regularly attends courses and workshops, such as 'Inclusion', 'Observations and Assessment' and 'Safeguarding Children'. She carries out research into various aspects of child development to increase her knowledge and understanding. Her ongoing self-evaluation system which helps her identify areas for improvement, which includes comments from parents, and her practice is monitored by regular visits from the network coordinator. The recommendation from the last inspection has been addressed, which means that parents' wishes are recorded and reviewed regularly to ensure children's individual needs are continuously met.

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

Children play and learn in a welcoming, stimulating family home where they are happy and settled and form extremely good relationships with their childminder and each other. They are confident and develop independence in practical skills. Children have access to an extensive range of play provision and resources which is very well organised in the dedicated play room, to encourage children to select for themselves according to their age and stage of development. The childminder uses her secure knowledge of child development to plan a wealth of interesting activities and experiences, both inside and out, which encourage children to make very good progress in their learning through purposeful play and exploration. Through research she acquires ideas about how children learn, which includes 'schemas'. She uses this knowledge and the observation and assessment system effectively to provide activities to meet individual needs and plan each child's next steps.

Children receive positive interaction from the childminder as she joins in their play, which helps develop language, encourages them to think and recall and develop an understanding of the world around them. They hear and use mathematical language as they play and participate in everyday activities, such as cooking, where they start to put what they know into practice, such as weighing ingredients, using tools and equipment and counting cake cases. Children behave very well. From a young age

they learn to take turns and share equipment. They are encouraged to display good manners and respect, and receive constant praise and encouragement for their efforts and achievements, which helps boost their self-esteem. Children's health is very well promoted. They learn to make healthy choices in what they eat through the good example set by the childminder and by being involved in growing and harvesting vegetables in the garden, which promotes an interest in and understanding of healthy living.

Children's days include an extensive range of outings where they develop social skills, meet other people, use alternative equipment and explore their local area. The childminder's regular contact with other childminders means that children get to know other children and develop trust in familiar adults. They learn about staying safe when they are out and about, which includes crossing roads safely and the dangers of talking to people they don't know. Planned activities and visits to places like local farms and forests encourage children's creativeness and curiosity in animals and changes in nature. For example, a three-year-old recalls making a 'broomstick' from twigs collected when walking in the woods, and how a caterpillar changed into a butterfly. All this contributes towards children developing a thirst for knowledge and a positive attitude to the world around them.

## 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

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

### Leadership and management

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

### Quality and standards

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

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.