

Inspection report for early years provision

Unique reference number	140951
Inspection date	16/12/2008
Inspector	Brenda Joan Flewitt
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 1995. She lives in a house with her husband and two children aged 15 and eight years. Their home is situated on the outskirts of Weymouth, Dorset. The childminder works with up to two other childminders at any one time. Childminding takes place on the ground floor which consists of two dedicated playrooms and a living room, kitchen and toilet facilities. Sleeping facilities are provided on the first floor. There is a fully enclosed rear garden on two levels, connected by flights of steps. There are dedicated play areas, with safety surfacing on the lower level.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time when the childminder works alone. Of these, three may be in the early years age group. When working with other childminders, a maximum of 18 children under eight may attend at any one time. Of these, nine may be in the early years age group. There are currently 16 children on roll in total. Of these, 12 are in the early years age group. Children over the age of eight also attend the setting.

The childminder is registered to receive government funding for early education. The childminder has a level 3 qualification in play work and an NVQ at level 3 in childcare and education. She is a member of the National Childminding Association and an accredited childminding network.

Overall effectiveness of the early years provision

Children are cared for in a safe and welcoming environment where they are valued as individuals. The childminder knows children well through effective communication with parents and her co-childminders, and the support she provides for their play and learning. The childminders work well together as a team to provide a range of activities, both inside and out, which encourage children's learning through play. Children develop a positive awareness of people's differences and being part of a wider world. The childminder evaluates her practice and keeps up to date with changes through training and membership of childminding associations.

What steps need to be taken to improve provision further?

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

- involve parents more fully in the planning for children's progress in their learning and development.

The leadership and management of the early years provision

The childminder implements effective policies, which are shared with parents, that promote children's safety and welfare. She carries out risk assessments to ensure that children can move around freely and play in a safe environment, both in the home and when on outings. All the required records are completed clearly and up to date. There is good communication between the childminders which results in children's individual needs being met. The childminder has a good understanding of safeguarding children and the procedures to follow with concerns.

The childminder establishes positive relationships with parents. There is comprehensive information supplied to parents in the form of written policies, displays and newsletters. The childminder shares information on a daily basis both verbally and in written form to ensure that all children's needs are met. However, parents are not fully involved in the assessment system and planning for their child's progress. The childminder has established links with other settings that children attend, offering and requesting information to contribute to planning children's progress.

The childminder continues to develop her role by attending training courses such as 'Firm Foundations' and 'Observation, assessment and planning'. As a member of an accredited network, she receives visits from the coordinator and attends meetings to help keep up to date with changes and identify areas to improve practice. Children's health and safety has improved as a result of the recommendations, made at the last inspection, being addressed. The implementation of the Early Years Foundation Stage and re-organisation of some toys and equipment has enhanced children's choice of activities and access to resources, to encourage children to extend their own play and learning.

The quality and standards of the early years provision

Children are happy, settled and secure in the care of their childminder. They make good relationships with each other and the adults who work with them. Children play and learn in a busy, yet, home-from-home environment. They develop confidence in making their needs known as they can be sure of a caring response. Babies' routines are discussed with parents and respected so that they eat and sleep according to individual requirements. The childminder has a good understanding of child development and the areas of learning through her experience in providing nursery education. She is developing a system which records observations of children's interests and achievements and plans for their progress in all areas. Children are involved in a good range of activities and experiences, both inside and out, which promote their interest and learning. For example, pre-school-age children are keen to look for worms in the garden, counting how many they find, and correctly suggesting that what they have found, are eggs.

Children behave well. They learn to share and take turns, and are encouraged to display good manners. Children receive praise and encouragement for their effort

and achievements, which helps boost their self-esteem and confidence. They have access to a good range of toys and resources which are arranged to allow them to select for themselves according to their age and stage of development. All children explore a variety of materials using their senses. They like to use their creativity and imagination as they dress up, sing songs and use musical instruments. Children develop their skills in counting and using tools in meaningful activities such as cooking. For example, as they make 'Christmas chocolate logs', children investigate texture and observe numbers while weighing ingredients. They notice the changes as chocolate is heated and mixed with icing sugar.

Children learn about a healthy lifestyle through discussion and the good example set by the childminder. They practise good personal hygiene routines and have daily opportunities for fresh air and exercise. Garden play offers a good range of equipment for all children to develop large muscle skills, including swings, slides, climbing frames and a trampoline. From a young age, children start to make healthy choices in what they eat as they are offered a selection of fresh fruit at snack time. They start to learn about their own safety as they use equipment and move around the house and garden. When out and about, they are taught about crossing roads safely and agree safe boundaries. Outings such as a walk to collect blackberries and visits to a sea life centre and a swannery encourages children's interest in nature and wildlife. They learn about people's differences through discussion, pictures and contact with a friend who has moved to another country. All this helps children develop a positive attitude to the world around them.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

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?	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?	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
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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.