

Inspection report for early years provision

Unique reference number	EY375347
Inspection date	14/01/2009
Inspector	Marilyn Joy
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 was registered in 2008. She lives with her husband and two children aged six years and two years in Verwood. The family also has a lodger. There is a dedicated playroom and children have free access to all areas downstairs. There are facilities upstairs for overnight care. There is a secure enclosed garden for outdoor play. The family has two small dogs and a cat.

The childminder is registered for a maximum of four children at any one time. She currently cares for three children in the early years age group and one school-aged child. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder receives support from the local authority.

Overall effectiveness of the early years provision

The childminder offers an extremely well-organised home environment where children are safe, secure and happy. Good arrangements are in place for supporting their learning and enabling them to progress towards the early learning goals. The childminder gets to know the children well and values their individuality. She demonstrates a clear commitment towards improving outcomes for children through the measures she has implemented and further training booked. The effective partnerships developed with parents contribute towards children's developing confidence and self-esteem.

What steps need to be taken to improve provision further?

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

- develop assessment arrangements to track children's next steps and their progress across all aspects of learning and gather information from parents regarding their starting points for learning
- develop systems for evaluating all aspects of practice so that areas for improvement can be identified and addressed.

The leadership and management of the early years provision

Children's health, safety and welfare are given a strong emphasis by the childminder. Thorough risk assessments are conducted throughout the home and all safety measures implemented to keep children safe. Clear safety procedures are followed when collecting children from school and visiting the park. Comprehensive policies and procedures have been drawn up and underpin the care she provides. Children's welfare is safeguarded because the childminder has a secure understanding of child protection issues and she knows what to do if she is concerned about a child in her care. The childminder has identified training she wants to attend so that she can improve the quality of her practice. She has

sought advice regarding the assessment of children's progress and the improvements implemented have enabled her to focus more clearly on children's individual needs. However, the process of self-evaluation in some areas is not as robust.

Children benefit from the good relationships developed with parents. Comprehensive documentation means they are fully informed about the service provided and daily discussions provide them with up-to-date information about their child's daily routines, activities and progress. Settling-in arrangements are planned on an individual basis and are tailored towards children's and parents' particular preferences. Because of this, children forge secure and trusting relationships with the childminder. Parents value this flexible approach and comment on their high levels of satisfaction with the care provided. Enthusiastic written references detail their views. Initial links have been made with other settings children attend and steps are in place to develop these further. All the required documentation is in place to enable the childminder to effectively meet children's needs.

The quality and standards of the early years provision

Children are well-cared for in the happy and relaxed atmosphere provided. They make good progress in their development because of the effective support they receive. Communication and social skills are promoted well through the easy and trusting relationships that develop. Children are encouraged to talk about what they are doing, share their experiences and think for themselves. Children develop the foundations for future learning as they are encouraged to solve simple problems, such as how many cups do we need for snack and how things work when pressing buttons and operating levers on different toys. The childminder introduces these ideas and shows children how they can manage for themselves. They have good opportunities to become increasingly independent in managing tasks for themselves and selecting their own resources from the wide range available. Easily accessible storage boxes and a dedicated playroom means there are always plenty to choose from, although a wide range of books is not always available.

Formal observations are carried out regularly and provide a clear picture of what children can do. From these their next steps for learning are identified. However, there is no clear system to show how these are followed up in the forthcoming weeks to enable their progress towards the early learning goals to be tracked. The childminder makes an initial assessment of children's level of development when they first attend, although gathers little information from parents to assist her in this. Activities follow children's interests and are initiated in response to what they want to do each day. Overall, they enjoy a broad range of activities and experiences, such as collecting leaves and making leaf prints or using their imaginations to develop their own storylines when playing with the kitchen. They paint, make collages, play in the garden and visit the park. There is a sufficient quantity of particular toys that children enjoy so they can play together and develop their games.

Children develop confidence and self-esteem. They are encouraged to be polite and show respect for others. Clear boundaries enable them to understand what is expected and behave well. They learn about keeping themselves healthy and safe because of the consistent support they receive. They learn about the importance of picking up toys so they do not trip over them and holding hands and stopping at the kerb to keep them safe when out walking. The childminder is particularly careful that she is able to supervise children and manage their safety when they are out. Children's good health is promoted through the provision of nutritious and freshly prepared foods, good hygiene routines that are consistently followed and the childminder's secure knowledge of children's individual health and dietary requirements.

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

Since registration 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.