

Inspection report for early years provision

Unique reference number	EY372858
Inspection date	25/03/2009
Inspector	Christine Coram
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 children, aged six years, three years and one year, in Throop, Bournemouth, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. She has a cat as a pet. The childminder attends several toddler and childminder groups on a regular basis.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding one child in this age group on a full-time basis. She can also offer care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children progress well in their learning and development in the comfortable and stimulating care offered by the childminder. They seek her out for re-assurance when tired, for example. The childminder meets their individual needs because she knows them well and celebrates their varied stages of development and achievements. She is committed to developing her childminding practice and offering a caring and good quality service for families.

What steps need to be taken to improve provision further?

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

- develop risk assessments to demonstrate how identified hazards can be reduced and record the dates to show when undertaken

The leadership and management of the early years provision

The childminding is well organised and this means that children enjoy a calm and interesting day. They enjoy a very child centred and stimulating environment. The play room is adorned with posters, mobiles and children's work. She assesses and evaluates her practice realistically and identifies areas for improvement that are practical and specific.

Children's care is consistent because the childminder works in very effective partnership with parents and carers. She initiates conversations about the child's development and day, and discusses any specific issues to make sure that both she and the parents are working in the same way. She agrees methods of behaviour management with them, for example. Parents state that they are pleased with the activities offered, particularly the many opportunities for outdoor

play and outings.

The childminder keeps children safe because she has a clear understanding of the necessary precautions to take. Her risk assessment is not wholly specific and it is not clear when she has undertaken this for different areas and outings. However, she is clearly committed to protecting children from possible hazards, harm or abuse and has clear procedures in place for safeguarding.

The quality and standards of the early years provision

Children happily play and learn through a variety of well-balanced activities. For example, they confidently and enthusiastically explore the texture, properties and taste of cooked spaghetti provided for play. They push their hands into it, pull it apart and squash it into containers with fascination. They are equally interested in technology and a one-year-old picks up a toy and presses the buttons. When nothing happens, he turns it in his hands, looking for a switch to turn it on. They develop a good understanding of the natural world through exploring in the garden and through outings.

The childminder supports the children effectively in their play. She talks with them, joins in their activities and challenges them by suggesting further ways to use materials. She takes opportunities to ask questions that make them think. For example, she engages a three-year-old in conversation about the animals featured on the puzzle, as well as supporting the child to complete it. She ensures that children are occupied and involved in purposeful activities, suggesting alternatives when they begin to lose interest.

Children's development is promoted effectively because the childminder observes them and asks the question 'what does this tell me?' She uses the information to decide on the next step to encourage so that she challenges the children at an achievable level. Their progress is clear and she identifies new developments immediately. For example, she was excited to note that a one-year-old who had previously show little interest in mark-making focuses on using crayons and effectively draws his first picture.

Children are beginning to develop an understanding of safety and respond well to the childminder's warnings and explanations. For example, they wait patiently behind the closed stair-gate for her to help each of them down the stairs. They learn about nutrition and how to maintain healthy bodies. They achieve this through growing, preparing and eating vegetables and fruit.

They are beginning to understand the needs of others and the boundaries that are in place. When a child throws a toy, the childminder asks 'Where are your kind hands?' and the child shows his hands and returns to gentle play. Children are influenced by the range of very positive images of people from varied backgrounds and with disabilities. Although they are too young to understand fully, the childminder begins to discuss issues with them, such as blindness, so that they will gradually become more aware. They are developing openness and an enthusiasm for learning that will support them throughout their education.

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 registration.

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.