

## Inspection report for early years provision

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<b>Unique reference number</b>	EY290999
<b>Inspection date</b>	07/01/2009
<b>Inspector</b>	Carole Argles
<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 2004 and lives with her husband and eight year old son in Blandford Forum, Dorset. All areas of her premises are used for childminding including an enclosed garden for outside play. There is generally level access to her home.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for five children aged under eight years, of whom no more than three may be in the early years age group at any one time. She does not provide overnight care. At present she cares for three children in the early years age group and four children in the older years age.

The childminder holds a relevant level three childcare qualification and is a member of the national childminding association and the local childminding network.

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

The children are cared for in a welcoming and safe home environment where their welfare is supported effectively. They make good progress in their learning and development because the childminder ensures that they take part in a wide variety of activities well matched to their ability. She meets their individual needs and interests and makes sure that all are included. The childminder is establishing good partnerships with parents and others to promote continuity in the children's learning. She continually reviews the quality of her childminding service and is dedicated to its further improvement.

## **What steps need to be taken to improve provision further?**

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

- continue to develop ways of involving parents and others in observation, assessment and planning cycle to support children's learning
- continue to establish systems for monitoring the children's progress to inform decisions about their future learning

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

The children benefit from the childminder's good organisational skills. She implements all her policies and procedures effectively and this assures their welfare and safety. All required records and consents are in place. The childminder has a secure understanding of safeguarding issues and knows what to do if she is concerned about the welfare of a child in her care. She carries out thorough risk assessments and takes effective measures to minimise the risk of accidental injury to the children. Appropriate precautions are taken to reduce the likelihood of any

cross infection. The children receive nutritious home-cooked meals and snacks which include a variety of fruit and vegetables. The childminder makes good use of her home to create a child-friendly environment. She has a wide range of toys and resources, many of which are stored in low units. This allows the children to select items independently and initiate their own play.

The childminder reflects on her practice and uses action plans to prioritise further improvements to her childminding service. She works hard to enhance the quality of care she provides and frequently undertakes training and has recently completed a level three childcare qualification. Following recommendations made at the last inspection, action was taken that increased children's safety.

The childminder works closely with parents, respecting their wishes for their child and keeping them well informed about the service she provides. Leaflets about a variety of childcare issues are available for them to read. The children are secure and comfortable and there is continuity in their care because of the good exchange of information between the childminder and the parents through daily discussions and diaries. The childminder has begun to link with other childcare providers who look after some of the children. At present systems for exchanging information between them to ensure that there is continuity in their learning and development are not fully established.

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

The children have a relaxed and friendly relationship with the childminder who knows them well. They develop good communication skills because there are high levels of interaction and conversation between them. They enjoy singing and the childminder makes good use of songs such as 'Head, shoulders, knees and toes' which are used to help them learn new vocabulary. The children are encouraged to be independent and they wash their own hands and know where to find and put on their boots unaided. Their behaviour is good and they respond well to the childminder who has sensible age-appropriate expectations for them. They learn to share and take turns and they play harmoniously together. For example, two children spent a long time happily engaged in pretend play, using their imaginations well and recreating home situations that were familiar to them. The children develop good self-esteem and confidence because they are praised and all their achievements are recognised. There are many resources including books and small world toys which show positive images of diversity. These are freely available for children to use at all times and this helps to promote their acceptance of others in society.

The children enjoy their time with the childminder and are happy and settled. They take part in a varied range of self-chosen and planned activities which support all areas of their learning. The childminder frequently observes the children to assess what they can do and is introducing systems to record their progress. She uses this information to help her adapt activities to their individual needs and interests. For example, she is providing different types of threading activities to increase a child's hand-eye coordination, and making a variety of bags and containers available for a child who enjoys carrying objects around. There is a suitable process to help new

children settle and the childminder requests information from their parents about their usual routines and what they can do and enjoy. Parents are kept well informed about their child's progress and are encouraged to look at their development files. However, at present they are not fully involved in contributing what they know about their child's development or in planning the next steps in their learning.

The children are interested in stories and books, and they often choose books independently which they take to the childminder to read with them. They begin to learn about numbers through counting rhymes and talk with the childminder about the world they see around them. The children play outside daily and are encouraged to be active and this helps to keep them fit. They take part in many activities which support their physical development effectively. They use a range of play equipment in the childminder's garden and local parks, and go to weekly swimming lessons and music and movement sessions. Through the daily routines and conversations with the childminder, the children begin to learn how to keep themselves safe and healthy. For example, they talk about road safety and how they must take care near water and they know to wash their hands before eating.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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.

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.