

Inspection report for early years provision

Unique reference number	EY293612
Inspection date	02/04/2009
Inspector	Bridget Copson
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 2004. She lives with her husband and twin children aged 13 years in the Canford Heath area of Poole, Dorset. The whole of the ground floor is available for childminding including use of the open plan play room, dining room and kitchen, lounge and ground floor toilet. The first floor offers sleep and bathroom facilities. The back garden is not currently in use due to having a patio built. The family keeps a bird aviary outside.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 15 children, four of whom are in the early years age group. The provision is registered by Ofsted on the Early Years Register (EYFS) and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's individual needs are met well and they are making good progress through the Early Years Foundation Stage. Their welfare is safeguarded through high standards of health and safety. Children are included fairly in all activities and are developing a good sense of belonging within the provision. The childminder has made effective improvements to the quality of care she provides and to promote the Every Child Matters outcomes for children. However, the systems of evaluating her provision are not sufficiently established to show how planned improvements will be made and the impact these will have on children.

What steps need to be taken to improve provision further?

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

- use the observational assessments to identify more learning priorities for children to encourage them to develop to their full potential in all areas of their learning
- improve the systems for evaluating the quality of the provision to show how improvements will be made and the impact of this on children's care and learning.

The leadership and management of the early years provision

The childminder keeps well-organised records, policies and procedures which she uses effectively to meet children's needs. Thorough risk assessments are regularly updated to maintain a very safe and secure environment. In addition, children are protected closely through the childminder's good knowledge of safeguarding issues. The childminder uses her efficient organisational skills to prepare her home well for children. As a result, children play freely and safely and are provided with

close interaction and supervision to support them in feeling happy and secure.

The childminder is proactive in developing her knowledge and skills through attending a wealth of training courses and workshops. This supports her well in meeting children's needs. She has a good knowledge of the EYFS. As a result, all requirements are being met and she has made improvements to ensure she promotes all areas of the framework. She has some systems to evaluate the quality of her provision and to plan improvements in children's care and learning. For example, she obtains written questionnaires to reflect the views of parents and their children, links with the local authority and exploring the EYFS. However, these systems are not sufficiently established to highlight her strengths or show how she will address identified weaknesses and the impact this will have on children.

Children benefit from the effective working partnerships established with parents. Parents are provided with comprehensive information regarding the provision and provide information relating to their child's care, including agreements to promote consistency. Parents are kept well informed through daily discussion and 'Let's Share My Day' home books for younger children. In addition, the childminder has established links with the pre-school and schools some children also attend for consistency of care and learning.

The quality and standards of the early years provision

Children are happy and settled in the childminder's care. For example, they arrive cheerful and share their news enthusiastically whilst younger children and babies cuddle up to her with confidence for affection and re-assurance. They are developing good independence through managing self care skills and choosing for themselves. Children communicate confidently to express themselves and listen well to the childminder. They use fun 'Sparkle Box' activity games to explore sounds, letters and aspects of mathematical development. The childminder uses these skilfully to meet the developmental needs of all those joining in and to include all children. Children are very involved locally to promote their sense of community and belonging. For example, visiting regular clubs and play sessions and meeting up with many friends to play and socialise each week. Children use a good range of resources to paint, model, draw and create using their own imaginations. They also role play with small world activities to express their imaginations. Children behave well and show positive attitudes and a good awareness of the childminder's expectations. Older children play with sensitivity and consideration when sharing and supporting younger children. They are well-supported by the childminder who presents as a good role model offering consistent messages and a kind and supportive manner.

Children are provided with a good range of well-maintained play provision to support all areas of their learning and development. This is made easily accessible to them within the spacious play room in floor boxes, low level furniture and sliding cupboard doors to promote independent play. They also benefit from a balance of activities at home and regular trips to local clubs, play sessions and groups to extend their learning opportunities and experiences. Children's learning and

development is planned and monitored well. Activities are provided to support children's interests and the childminder interacts meaningfully to observe children and use this information to provide realistic challenges. However, this system does not ensure learning priorities are highlighted for all areas of development to encourage children to develop to their full potential in all areas.

Children's welfare is safeguarded efficiently. They learn about keeping safe through practical activities indoors and out and about. For example, practicing the fire evacuation procedure, road safety on walks, safe play and using play equipment safety. Children's health is promoted well through the provision of a clean and hygienic environment and the promotion of a well-balanced diet. They also practice effective hand washing routines using an automatic soap dispenser, paper hand towels and posters as prompts. Children's physical development and fitness is promoted well through daily activities indoors and outside, such as local play parks, indoor soft play centres and a gym club.

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?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

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.