

Inspection report for early years provision

Unique reference number	EY242749
Inspection date	26/03/2009
Inspector	Dinah Round
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered to care for children in 2002. She lives with her husband and two children aged nine and 11 years. They live in a house in Oakdale, in Poole, Dorset. The whole of the childminder's house is used for childminding, except the loft room. Children have access to an enclosed garden for outdoor play. The family own a dog and a hamster whom the children may have access to under close supervision. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time. There are currently six children in the early years age group on roll. The childminder supports children with learning difficulties and disabilities. The childminder is a qualified nursery nurse and is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder gets to know each child and their family very well, ensuring that the provision she offers supports them fully. Children are very happy, settled and relaxed within the welcoming family home. Children are motivated to learn through the broad range of stimulating play activities and experiences provided and consequently make very good progress in their learning and development. The childminder has a strong commitment to improving outcomes for children and accesses training, guidance and professional support to promote her continuing development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continuing to develop more opportunities to foster child-initiated play to further enhance children's learning and development.

The leadership and management of the early years provision

The childminder is very well organised and offers an inclusive environment for children. All the necessary records are maintained to support children's safety and welfare, with clear policies and procedures shared with parents to keep them well informed of her practice. The home is kept safe and secure due to thorough risk assessments and on-going checks, which means that children are safe and well supported in their learning. Any outings are effectively assessed to ensure all risks to children are identified and minimised. The childminder has a good understanding of child protection procedures and is clear about her responsibility to safeguard children.

The childminder has a strong commitment to developing her provision and

continues to strive for further improvements in the outcomes for children with a high emphasis on meeting children's individual needs. She accesses a wide range of training courses to support her in improving children's care and development, such as inclusion for Early Years Foundation Stage practitioners and a six week course on special educational needs. The childminder works extremely closely with other support services to benefit children's care and learning. For example, she links with the Portage worker to develop Individual Education Plans for children with additional needs, which is regularly reviewed to make sure children's needs are consistently supported whilst in her care.

The childminder fosters excellent partnerships with parents and continues to develop relationship with others to ensure a cohesive approach to children's development and learning. Children's starting points and capabilities are fully discussed with parents during settling-in sessions, which means children are extremely settled and secure. Parents are actively involved in their child's care and learning. For example, they complete 'weekend reflection sheets' with photographs and details of events/activities children have been involved in during the weekend. This is used to link in with planning and promote discussions with children. A day book is used between the childminder and playschool which successfully promotes continuity of care and learning for children. Parents receive detailed information about the childminder's provision and parents' comments show they are very happy with the care provided and value the childminder's support.

The quality and standards of the early years provision

Children's learning is enhanced due to the enthusiasm and excellent interaction by the childminder, who has a clear understanding of children's development and how to help them move on to the next steps in their learning. The childminder regularly observes and assesses what children can do to help her plan for the next step in their learning, which is continually reviewed to monitor what children are achieving. Children's records are shared with parents, who are encouraged to write their own comments. Children are very happy and settled as the childminder follows their individual needs extremely well. She ensures that all children are valued and included, successfully adapting activities to make sure children with additional needs are well supported. For example, simple mouth exercises have been introduced during rhyme time to help support children's language development. Children thrive as the childminder actively gets involved in their play to help them achieve well, although, on occasions opportunities to fully extend child-initiated play is not maximised. Children develop good self-esteem as their individual achievements are recognised and they see their artwork displayed on the 'star' board. The childminder provides a positive role model, which fosters consideration for each other and children behave very well.

The childminder's weekly planning is flexible to support children's interests and provides an excellent variety of fun and stimulating learning experiences. This includes regular activities outside the home, such as a visit to the Chinese supermarket to learn about different foods. Children are interested and motivated to learn, and develop a strong sense of belonging as they sign themselves in on the 'who is here today' board. Their language is developing very well through the

childminder's skilful open-ended questioning to challenge their thinking. For example, during 'The tiger that came to tea' story children eagerly join in and predict what comes next. Children show great enthusiasm and excitement as they join in the action rhyme 'Way down in the Jungle' and confidently recognise and count the numbers up to five when singing the rhyme 'Five green bottles'. The childminder successfully extends the activity to introduce problem solving and children are able to work out how many bottles are left when they have taken one away. Children learn about nature as they plant seeds, water them and watch them grow. The childminder makes sure all the children of differing ages and abilities have regular opportunities to join in creative activities and explore and experiment.

Children's welfare is given high priority. They are learning how to keep themselves safe as they get involved in simple risk assessing and take part in regular emergency evacuation practices. Children are taught road safety and the importance of waiting for the 'green man' before crossing the road, which the childminder has effectively reinforced by playing the 'traffic light' game and introducing the 'stop, look, listen' song. Children's health is promoted well as they take part in lots of physical activities through regular walks, attending a toddler gym and exploring the large play apparatus in the garden. Children enjoy healthy snacks and are encouraged to develop their independence by setting the table and cutting up their own fruit at snack time. Children learn the importance of personal hygiene through the effective daily routines followed by the childminder.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.