

## Inspection report for early years provision

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<b>Unique reference number</b>	109782
<b>Inspection date</b>	06/05/2009
<b>Inspector</b>	Anne Mitchell
<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 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 1996. She lives with her partner and their four children in a house, with steps up to the front door in a residential area of Broadstone, near Poole. The whole of the house may be used for childminding, with the exception of the utility room. Toilet facilities are provided on the first floor. There is an enclosed rear garden available for outside play accessible down steps from the playroom.

The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time, of whom three may be in the early years age group. There are currently three children on roll, all of whom are in the Early Years age group.

The childminder is a member of the National Childminding Association and the 'Children Come First' childminding network. She is actively involved in the local childminder's group. The childminder has gained a certificate in Extending Childminding Practice and holds a level 3 National Vocational Qualification in Childcare and Education.

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

The overall effectiveness of the provision is outstanding. The childminder is highly skilled at meeting the needs of children at different stages of their development. Consequently, children are highly motivated and eager to play and learn in this stimulating environment.

Successful systems to monitor and self-evaluate her practice ensures that the childminder promptly identifies and addresses areas for 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:

- ensuring all areas of learning are given equal focus.

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

All required documentation is clear, very well organised and held confidentially. Secure written risk assessments clearly identify potential problems and effectively address them. Therefore, children are safe in the home and garden, and on outings. The childminder has developed a comprehensive range of written policies and procedures that reflect her excellent practice and these are shared with parents from the outset.

Systems to monitor and assess the provision are highly effective. Regular visits from the network coordinator provides the childminder with external systems to evaluate the provision. Parents' views are sought through the use of discussion and questionnaires. The childminder has completed the Ofsted self-evaluation form online, she continually updates this to monitor her practice. Policies and procedures, and children's records are regularly reviewed to ensure continuous improvements are made. The childminder demonstrates a strong commitment to continuing her knowledge of childcare and her professional development through training. Most recent training includes workshops on oral health, risk assessment, and planning and observations.

Children benefit from the strong partnership with parents and carers. Letters from parents confirm they are very happy with the care provided and that their children have 'blossomed' in the childminder's care. The daily journal is an effective system to share information about children's routines and progress between home and the setting. The childminder provides parents with a compact disc of photographs of their children enjoying a range of experiences, providing a delightful memento of their children's progress.

Children are effectively protected from harm and neglect. The childminder has attended training on safeguarding. She has a secure understanding of signs and symptoms of possible abuse and is confident in her knowledge of local procedures to follow in the event of any concerns. The childminder has developed clear policies and procedures to share with parents and understands her responsibility to protect children.

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

Children are making significant progress towards the early learning goals. The childminder supports children's learning very effectively because they enjoy continuous and positive interaction. This promotes their confidence and self esteem. Children can play independently but the childminder offers support as required. Her use of open ended questions and gentle encouragement enables children to solve problems and think for themselves. For example, the childminder helps a young child build a house. The child tries to put the roof on and says 'I can't'. The childminder says 'Maybe you need to use both hands?'. The child succeeds, smiling broadly. When the child tries to put animals in the house, the childminder asks 'Why do you think the elephant can't go inside?' The child replies 'It's too big!'

The high level of good quality interaction successfully promotes children's vocabulary and language skills. The childminder demonstrates how the train turntable works using words like 'direction'. Together they talk about their swimming lessons and how they kick their legs to make the water splash. The childminder is skilled at including all children in play, interacting positively with the baby and providing appropriate resources. Children are comfortable in the childminder's care, and turn to her for cuddles and reassurance.

Children enjoy a spacious and dedicated playroom, where toys and resources are well organised and easily accessible to enable them to make choices in their play. Children are highly confident, motivated to learn and very settled in this environment. The childminder has developed excellent plans to provide children with a broad range of interesting and valuable experiences, both in the home and garden and on outings.

The quality of planning, observation and assessment is very good because they effectively focus on children's individual needs and clearly show next steps for their development. Activities are effectively evaluated to ensure that learning outcomes are achieved. Very occasionally, there is less focus on some areas. Planning for babies is highly focussed on their physical and emotional development, and keeping to familiar home routines to meet their needs. All children are fully included and plans are based on individual children's needs, interests and stage of development.

Children's health and safety is successfully promoted. The premises are safe and secure while children are present. They learn about keeping themselves safe from a very early age. A two year old tells an adult 'Need a hat because it's sunny', recognising good sun safety. The childminder encourages them to help tidy toys away after use, 'So there is room to play and you don't hurt yourselves'. They manoeuvre down steps to the garden with care. Children are safe on outings through use of wrist bands, and the 'emergency bag' with first aid kit and contact numbers included. Children know how to leave the premises quickly and safely in an emergency. At a recent practice, the childminder arranged for the fire department to arrive at the house with a fire appliance, so children could enjoy a first hand experience. Children recall with excitement the fire officers showing them the hoses and ladders.

Children enjoy healthy lifestyles through regular opportunities for fresh air and exercise. They relish visits to the beach, play parks and indoor soft play areas, as well as use of the physical play equipment at home. Children are encouraged to eat their 'five a day', enjoying a variety of fresh and dried fruits at snack time. They follow good hygiene practices, and know why this is important.

The children are very well behaved and the childminder's continuous support and participation in their play and learning provides them with a good role model for behaviour. She thanks them for being kind and helping, and praises their achievements. A young child accidentally runs over a baby's toes with a car. The baby holds their toes and scowls so the young child kisses the baby better, saying 'Sorry', then finds another car for the baby to play with. Any issues regarding behaviour patterns are discussed promptly between the childminder and parents to ensure a consistent approach.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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

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## **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