

Inspection report for early years provision

Unique reference number	144198
Inspection date	14/01/2009
Inspector	Anne Mitchell
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 has been registered since 1995. She lives with her partner in a bungalow in Corfe Mullen within walking distance of local schools and amenities. All areas of the premises, except the main bedroom and family bathroom, are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. A maximum of six children aged under eight years may attend at any one time. There are currently a total seven children on roll and of these, six are in the early years age group. The childminder also cares for children over eight.

The childminder is a member of the National Childminding Association and attends her local childminding support group.

Overall effectiveness of the early years provision

Children are highly motivated and eager to play and learn in this stimulating environment. The childminder is skilled at providing all children with interesting and absorbing activities that keep them interested and well occupied throughout the day.

Successful systems to monitor and evaluate the childminder's practice ensures that areas for development are effectively identified and addressed.

What steps need to be taken to improve provision further?

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

- provide opportunities for parents to contribute to children's observations and developmental records

The leadership and management of the early years provision

The comprehensive range of well organised documentation is kept securely and shared effectively with parents. Policies and procedures support the childminder's excellent practice and are reviewed and updated regularly.

The childminder demonstrates a significant commitment to updating her knowledge and understanding of childcare skills. She attends training courses and workshops. Close links with the local childminder group and regular meetings with colleagues provides opportunities to share good practice and keep up to date with childcare issues. The childminder involves children in decisions about things they like to do and parents' views are sought through discussion and questionnaires.

The childminder carefully considers what resources and additional equipment would benefit children's play and obtains these accordingly. She is skilled at planning relevant and meaningful experiences for children at home and in the local community, making good use of local attractions to enhance experiences for children.

The childminder maintains an excellent partnership with parents and carers. Information about children's needs, routines and progress is exchanged effectively through comprehensive daily diaries and informal discussion at the beginning and end of the day. Questionnaires show that parents are very happy with the care the childminder provides and they are confident that their children are happy and developing well.

Rigorous and effective risk assessments for the home, garden and outings ensure children enjoy a safe and secure play environment. Toys, equipment and furniture are in good condition and checked daily to ensure quality for continued use. The childminder is confident and secure in her knowledge and understanding of safeguarding children and updates her training in this area on a regular basis.

The quality and standards of the early years provision

Children's behaviour is exemplary as the childminder provides excellent support to help them play together, cooperate and take turns. They help each other willingly during play and enjoy close relationships with each other. Children are gently reminded to say 'please' and 'thank you' and learn good manners from an early age. The childminder is an excellent role model, thanking children for their help and praising their achievements. She plans a broad range of excellent activities to hold children's interest. Consequently, children are highly motivated and eager to play and learn.

The high level of interaction promotes children's learning through play. The childminder provides additional support for younger children while they settle and their confidence grows. Older children who have been attending the setting for some time, demonstrate high levels of confidence and self-esteem and are very much 'at home' in the childminder's care. The childminder uses open ended questioning well to help children solve problems, make decisions and think for themselves. She participates with enthusiasm in children's play to promote their learning and keep their interest and she is skilful at adapting activities for children of differing abilities.

A dedicated playroom, with easily accessible resources, enables children to make choices in their play. Photo displays of activities, and outings children enjoy, are displayed along with their art work and creative achievements. This provides children with opportunities to talk about things they have done and promotes their self-esteem successfully. Children are excited as they talk about the toy animals such as penguins and polar bears, collected to support the current theme of cold weather. The childminder makes pots of ice with small objects in. The children guess what the object might be and this prompts lots of discussion about how ice is formed and what happens when the ice melts. They recall the ice they have

seen on the duck pond at a local farm visit. Later children notice that the blocks are beginning to melt and are released from the cups revealing the objects inside. They are thrilled to see what is inside and this prompts more discussion.

Each child has their own file which clearly shows their developmental progress and includes next steps for their learning. These do not include observations or comments from parents and carers. The childminder has a very secure understanding of how each child is progressing, their interests and enthusiasms. She includes this knowledge when she plans projects and play opportunities.

Children's physical health and emotional well-being is successfully promoted through secure hygiene routines and the close and loving relationships the childminder has with the children in her care. Children are able to take considered risks within a secure environment to help them learn to keep themselves safe. They climb a tall ladder with support to have their photograph taken with the sunflowers they grow in the summer. They learn about road safety on walks to and from school and on outings. Children become very independent and take responsibility from an early age.

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?	1

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?	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

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 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.