

## Inspection report for early years provision

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<b>Unique reference number</b>	109752
<b>Inspection date</b>	26/03/2009
<b>Inspector</b>	Bridget Copson

<b>Type of setting</b>	Childminder
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## 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 1996. She lives with her husband, who also works as her assistant and two daughters aged 11 and six years in a house in the Canford Heath area of Poole, Dorset. The accommodation available for childminding includes the living room, conservatory and a ground floor cloakroom. The first floor office is used for sleeping young children. A back garden is available for outside play. The family have two cats.

The childminder is registered to care for a maximum of five children at any one time when she is working alone. When working with her assistant, they may jointly care for up to 10 children. She is currently minding 14 children, nine of whom are in the early years age group. She also cares for children up to the age of 13 years. The provision is registered by Ofsted on the Early Years Register 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 outstanding. Children's individuality is highly valued and respected and they see a positive reflection of themselves within the setting to promote their sense of belonging. Their needs are met very well and their welfare is safeguarded at all times. As a result, they are flourishing as individuals and making excellent progress through the Early Years Foundation Stage. The childminder is proactive in her own personal development and in improving all aspects of her provision to successfully promote the Every Child Matters outcomes for children.

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

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

- obtain more information from parents regarding children's actual starting points on admission to further support their learning and development.

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

The childminder keeps very well-organised and comprehensive policies, procedures and records which she uses to maintain high standards of care for children. She has very good knowledge of child protection to ensure children's welfare is safeguarded at all times. The childminder and her assistant work in successful harmony to ensure children are closely supported and supervised and that preparation and routines do not interfere with children's play and learning. They carry out rigorous risk assessments for all aspects of the provision to maintain high standards of safety at home and on all outings.

The childminder has very successful systems to evaluate and improve the quality of her provision. She has attended a wealth of training courses and workshops to improve outcomes for children and has achieved quality assurance Status through the Borough of Poole, with whom she maintains close links. She is very involved with local childminders and associated groups to share good practice. Her assistant has attended first aid and child protection training to support him in meeting children's needs. The childminder's effective self evaluation system highlights her strengths and areas for improvement to promote further development in the quality of children's care and learning.

Children benefit from the highly successful partnerships established with parents. The childminder provides an extensive welcome pack for parents with a clear reflection of her provision. Parents are kept closely involved and informed for consistency and to allow them to take an active role. For example, they see a wealth of information displayed within the entrance and communicate closely with the childminder through text, phone and in person. They are also e-mailed weekly newsletters called 'Take A Peek At Our Week'. This provides a summary of the child's week with photographs to illustrate what they have done. Parents are encouraged to get involved in their child's learning through looking at and contributing to the assessment files. Parents also express their views frequently through letter and discussion, relaying their delight at the care and education their children receive. The childminder has established very successful links with the pre-school settings some children attend and share information on a regular basis to promote consistency of care and learning.

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

Children are provided with a very good range of quality play provision and activities to promote all areas of their learning and development. They play within an extremely enabling environment which allows them to choose and explore freely within different rooms and the garden when weather permits. Children benefit from the childminder's excellent knowledge and understanding of the Early Years Foundation Stage and her skilful interaction in their play. As a result, they are thriving in all areas of their learning and development. Children's interests are valued and used to provide and extend activities, according to their lead. For example, children show an interest in drums when looking at number cards. They then find the drums and begin exploring the sounds and rhythms of musical instruments which leads onto dancing. The childminder is establishing a very effective system to monitor and promote children's progress. She carries out observations of children at play and includes photographs to illustrate clearly what they have achieved. This information is used to plan their next steps and goals are reviewed every few weeks to ensure each child is developing to their full potential in all areas. Although parents are closely involved in children's development, they do not contribute information about their child's stage of development on admission to further support the childminder in developing these early assessments.

Children are extremely happy and settle within the childminder's care. They are

eager to explore new experiences and demonstrate high levels of interest and involvement, focusing for long periods with things that interest them. They are developing very good independence and are learning to consider the needs and feelings of others they play with. Children are developing extremely good communication skills through listening and speaking. They arrive from home or playgroup bursting to share their news and enjoy re-calling events which they have especially enjoyed. They mark make in many different activities to promote their hand eye co-ordination and see a broad range of written text around them, both in English and their second language. Children enjoy problem solving in many activities to encourage them to think and make logical decisions. They count spontaneously in their play and are learning about numbers and quantity through innovative activities. Children use a broad range of programmable toys and equipment at home as well as out and about to promote their understanding of technology and to problem solve. They make full use of the local environment to observe the natural world and life cycles. They use their imaginations very well and are confident to extend their play through finding other resources around them, such as adding cups and spoons to the table top sand tray.

Children demonstrate exemplary behaviour. They are very well supported by the childminder and her assistant who act as excellent role models and manage any small issues through clear, calm and consistent messages and encouraging children to take some responsibility for their actions. Children's welfare is of paramount importance to the childminder who ensures all areas of the provision are safe and secure. As a result, children move about freely and without hindrance. Children take an active role in learning about keeping safe. For example, practising the fire evacuation procedure, learning about safe play, road safety and stranger danger. Children learn about the importance of healthy lifestyles. They enjoy a wealth of physical play opportunities and explore healthy eating habits. They also manage their own personal hygiene very well.

## 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

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

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.