

## Inspection report for early years provision

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<b>Unique reference number</b>	153374
<b>Inspection date</b>	27/02/2009
<b>Inspector</b>	Marilyn Joy

<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).

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 has been registered since 1999. She lives with her husband and two school age children aged 10 and 14 years. They live in a bungalow close to Verwood town centre. Shops, parks and schools are nearby. All areas of the property are available for childminding, with the exception of the main bedroom. There is a fully enclosed garden for outside play. The family have two cats.

The childminder is registered for six children under eight years and is currently minding 10 children on a part-time basis. This includes four children in the early years age group, of whom two are attending school. There are six children in the later years age group, of these, two are over eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder welcomes children with special needs. She has an NVQ level 3 qualification in Childcare and Education. She is a member of the National Childminding Association, as well as a member of the local childminders' group.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. A well-organised and stimulating environment is offered where all aspects of children's welfare and learning are successfully promoted. Partnerships with parents are a key strength and as a result, individual needs are well-catered for. Children are extremely happy and settled and benefit from the enthusiastic support they receive. Exemplary arrangements are in place for keeping children safe and secure, and helping them to develop an understanding of safety for themselves. The childminder is proactive in continually developing her provision through ongoing training and evaluation of her practice.

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

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

- develop a system to track children's progress across all areas of learning so that their next steps can be identified and supported in each area.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain written permission from parents before administering medication to children (Safeguarding and promoting children's welfare).

28/02/2009

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

Extremely effective partnerships with parents contribute significantly towards children's sense of belonging. Excellent systems are in place for ensuring they are well-informed about the service provided and the care their children receive. Parents views are sought and their ideas and preferences are willingly incorporated into the care provided, for example, by extending healthy eating activities. Liaison with other agencies and settings that children attend helps the childminder to meet individual needs more effectively.

Children's welfare is safeguarded because of the good systems in place. The childminder has a secure knowledge and understanding of child protection procedures and knows what to do if she has concerns. Well-prepared emergency plans and thorough risk assessments ensure children are safe and secure at all times, whether in the home or on outings. Comprehensive policies and procedures underpin the childminder's daily practice. Most documentation is efficiently completed and covers all aspects of children's care. Arrangements for managing children's health are discussed and agreed with parents. However, there have been occasions when the childminder has relied on verbal agreements with parents rather than obtaining prior written consent for the administration of medication which is a breach of the regulations.

Clear improvements have been made since the last inspection. The inclusion of a dedicated playroom means that the excellent range of resources are more easily accessible thereby promoting increasing independence and children also have an exciting area to play. Recommendations to improve the complaints procedures and to increase resources promoting diversity have been addressed. As a consequence, outcomes for children have improved. Continually assessing her practice and attending training events enables the childminder to continue to develop her practice and professional expertise.

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

Children enjoy a very good range of activities and experiences, and benefit from the extremely positive relationships that are developed. Consideration for their emotional well-being is exemplary. The childminder gets to know children extremely well and is attentive to their individual needs. They become increasingly independent as they move around, freely choosing what they want to do. Even the youngest children help to choose and get out a selection of collage materials so they can make a special birthday card. Children receive lots of praise and encouragement which boosts their confidence and self-esteem and promotes a positive dispositions towards learning. Clear explanations help children understand what is expected, behave well and keep themselves safe.

Effective verbal communication increases their language and understanding well. Children choose books for themselves and enjoy communicating what they see. Pre-writing skills are encouraged as they develop their hand-eye coordination when mark-making or using a wide variety of tools and materials. Some opportunities

are missed for them to routinely become familiar with text, letters and numerals during their play. Activities are not always fully extended to introduce practical occasions for counting, such as, when playing skittles. Overall, children benefit from the very effective and enthusiastic support they receive.

Activities are well-organised, exciting and stimulating. The childminder has a good understanding of the learning and development requirements and is developing efficient systems for planning, monitoring and assessing progress. Clear and measurable observations show what children can do, although, systems are not as fully developed for tracking their progress against the early learning goals in order to identify their next steps in each of the areas. Children benefit from the broad range of activities offered. They develop social skills as they mix with others at toddler groups, physical skills when exploring play equipment at the park and become aware of the natural world and their locality when going for walks. An enthusiasm for sharing books is promoted when visiting the library and dancing and singing when going to music time. An excellent range of arts and craft materials, role-play resources and small world toys engage children's interest and promote creativity and imaginations well. The variety offered supports children's learning well.

Children's safety is given exceptional consideration. Extremely effective risk assessments and good supervision means that children can move around freely and safely. They learn about how to keep themselves safe because the childminder is particularly good at explaining to them what is expected and the consequences of their actions. For example, what happens if you try and climb on the play kitchen or throw balls indoors. Emergency arrangements mean fire drills are practised and safety measures tested. Children also learn about road safety and 'stranger, danger' when they are out. Healthy hygiene and eating habits are encouraged through consistent support from the childminder. Children are encouraged to count how many fruit and vegetables they have eaten during the day and monitor their 'five-a-day'. Children benefit from the positive support they receive and flourish in all aspects of the welfare and learning.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	2
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?	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](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**

Since the last inspection there have been no complaints made to Ofsted.

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.