

## Inspection report for early years provision

---

<b>Unique reference number</b>	136609
<b>Inspection date</b>	25/03/2009
<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 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 1999. She lives with her husband and three teenage children in Broadstone, near Poole in Dorset. All areas of the house may be used for childminding and there is a fully enclosed garden for outdoor play.

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. There are currently a total of five children on roll, of whom four are in the early years age group. The childminder is supported by Poole Early Years.

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

Overall, the quality of the provision is good. The childminder skilfully includes all children in a range of play, through recognising their individual needs and abilities. A good balance of indoor play and outings provides children with opportunities to make effective progress in their learning. Parents and children's views are sought to help the childminder monitor the provision, enabling her to make continuous improvement in outcomes for children.

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

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

- continue to develop children's observations to demonstrate all areas of learning covered through planned and spontaneous activities
- ensure medication and accident records include full details.

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

The childminder has developed a range of written policy statements that are shared effectively with parents. All required documentation is clear, up to date and held confidentially, although entries in medication and accident records do not include enough detail. Thorough risk assessments are completed and reviewed regularly to ensure children are safe in the childminder's home and on outings.

The childminder has developed effective systems to monitor and assess the provision. She reviews her documentation and children's developmental records to ensure children's learning is effectively supported. A self evaluation form helps her to reflect on her practice and parents' and children's views are sought on a regular basis. The childminder has identified areas to address, such as extending children's learning in knowledge and understanding of the world through gardening projects.

The childminder has developed a strong and successful partnership with parents

and carers. Parents have good opportunities to contribute to children's observations and development records. The childminder liaises with parents on a daily basis to ensure children's ongoing needs are met. Letters from parents demonstrate they are happy with care provided and state that the childminder provides a '...caring, homely environment, where children are safe'. They recognise that the '...childminder has provided the perfect environment for (my child) to grow and develop, while learning good manners and social skills in a safe, secure and very happy setting'.

The systems to ensure children are safeguarded are successful because the childminder has completed training and has a brief policy which is shared with parents from the outset. The childminder is aware of the signs and symptoms of possible abuse and the correct procedures to follow in the event of any concerns. Consequently, children are effectively protected from harm and neglect.

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

Children are settled and confident because the childminder supports their play and learning well. She has a good understanding of how children learn and develop. They enjoy lots of interaction and are praised for their achievements. The childminder provides a broad range of activities and uses open ended questions to help children to solve problems and think for themselves. Children are well supported but have good opportunities to play independently and the childminder participates in their play with enthusiasm. Children use the toy cooker to 'bake' the ice cream and the childminder asks 'What happens to ice cream when it gets hot?' The children laugh and reply 'It melts!'. The childminder helps a younger child as they explore the play food. Together they make pretend sandwiches. The childminder includes the child in the others play saying 'Look, he has made you a sandwich, what do you say?' The other children join in, thanking the younger child and participating in his play.

Children use their imaginations well as they 'make food' and 'go shopping' using the role play props. Children play with dough, using cutters and rollers to mould the dough and cut shapes. There is lots of discussion to promote children's vocabulary. 'I'm making a pie'. 'What's in your pie?' 'Cherries!!' Children enjoy regular opportunities to explore the local community, visiting shops, the park, and the local library where children can choose books and take part in music and singing activities.

Each child has their own development folder and these include photos and brief observations. These records are beginning to show children's progress and development and are a useful record for parents and other providers. However, it is not always evident which areas of learning are covered in each of the activities.

Children's health and safety is effectively promoted. The childminder provides a safe and secure environment so children can play in safety, and encourages children to keep themselves safe. They help to tidy the toys so they don't stand on them and hurt themselves. Children recall how they stay safe on outings. A child

explains 'I hold the buggy and listen for cars'. Children are beginning to understand the importance of good hygiene. They cover their mouths spontaneously when they cough. Children help themselves to tissues and wipe their noses independently. They each have individual towels to dry their hands, limiting the spread of infection.

Children are well behaved. They say 'please' and 'thank you' willingly. When a younger child gives the older children a pretend sandwich they reply 'Thank you, it's delicious'. Children turn to the childminder to help them resolve conflict. The childminder helps them to resolve issues independently by asking 'Who had the toy first? What do you think we should do?' The childminder is a good role model and uses lots of praise, thanking children when they help to tidy up, for example.

## 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?	2
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?	2
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?	2
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**

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.