

Inspection report for early years provision

Unique reference number	138714
Inspection date	09/01/2009
Inspector	Anne Mitchell

Type of setting	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 has been registered since 2000. She lives with her husband and three children in Ferndown. The whole of the ground floor is used for childminding, and there is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years of age. She is registered on the Early Years Register, as well as the voluntary and compulsory parts of the Childcare Register. There are currently five children on roll and of these three are in the Early Years age group.

The childminder is a member of the local childminding network, as well as the National Childminding Association (NCMA)

Overall effectiveness of the early years provision

The childminder demonstrates an excellent knowledge of children's individual needs and their starting points. Consequently, she successfully promotes all aspects of children's learning and welfare giving due regard to their age and stage of development.

Simple, yet fully effective systems to monitor her provision ensures the childminder is able to identify areas for improvement and take necessary steps to continually improve her practice.

What steps need to be taken to improve provision further?

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

- developing systems to include parents more fully in children's observations and developmental records

The leadership and management of the early years provision

The childminder has developed a comprehensive range of written policies and procedures which are effectively shared with parents from the outset. Documentation is clear and very well organised. The childminder is a qualified nursery nurse and demonstrates a genuine commitment to continued training to improve outcomes for children.

She has developed successful systems to evaluate her practice. For example, flexible planning is monitored to ensure all areas of development are covered and the views of parents and children are sought. The childminder participates in the Local Authority's quality improvement scheme to improve her practice. Attendance on this scheme has prompted changes and review of practice, policies and

procedures. She has a brief but effective self evaluation form which highlights areas the childminder does well and areas for development

The childminder has a good partnership with parents and carers. Daily diaries are completed for each child and these provide parents with a clear idea of the children's daily routines. Regular and informal discussion provides them with clear information about their children's progress and development.

Children's safety is a high priority. The childminder has a very confident and secure knowledge and understanding of how to safeguard children effectively. She has attended child protection training and updates her skills through additional courses. She has a comprehensive policy in place to inform parents of her responsibility to protect children from harm and neglect. Rigorous risk assessments ensure children are safe and secure in the home, garden and on outings.

The quality and standards of the early years provision

The childminder demonstrates an excellent and secure knowledge and understanding of areas of learning and child development. Children are provided with a high level of support throughout the day. Children choose to play a duck game, where the ducks move round on a small turntable and children find the duck with the matching shape. The childminder skilfully adapts and simplifies the game so the younger children can play and because this is their choice. The baby is fully included, sitting on childminder's lap, as she talks about what sound the ducks make, and bounces him on her knee, ensuring he feels part of the game. Children are learning to share and take turns. They are encouraged by childminder's positive attitude and she thanks them for taking turns nicely. The childminder demonstrates a real love of children and is genuinely interested in their play and what they have to say, responding positively and participating enthusiastically. She is very clear about children's starting points and individual needs and meets them effectively.

Children have access to a broad range of high quality toys and resources to support their learning across all areas of learning. Positive images of cultural diversity promote children's understanding of the wider world and resources are stored at low level and easily accessible so children can make choices in their play. Children snuggle up with childminder to listen to the story 'We're going on a Bear Hunt'. The story is very well read, with good use of voices and actions and the children are completely engrossed. Children beam with excitement, then talk about the story, 'Oh why is the bear sad?' The children reply 'He wanted to play!'. Children experiment and explore the various musical instruments and percussion as the childminder demonstrates how to use the sliding whistle. The children laugh with delight as they participate enthusiastically.

Illustrated developmental records clearly show children's progress and include 'Wow!' moments, such as first words and significant achievements, although observations made by parents at home are not always included. Next steps for development are recorded and are clearly guided by children's interests and enthusiasms.

Children's health and welfare are successfully supported and children learn about healthy lifestyles through daily routines. They automatically know they need to wash their hands thoroughly before snack. One child helps the other find the pump soap saying 'Here use the soap!'. Snacks and meals are healthy and provide children with a good balance and choice of fresh fruit and vegetables. Home routines are followed to ensure children enjoy consistent care and are therefore emotionally secure.

Children are very safe and secure in this environment and learn to keep themselves safe through reinforcement and praise from childminder, as she suggests 'Lets pick the toys up so we don't trip on them. Well done, thank you'. This reinforcement is highly effective and results in children having a clearly developing understanding of managing risk. For example, a young child hands an adult a pretend cup of tea, saying 'Careful, don't touch. Hot. Will hurt you'.

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?	2
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

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.