

## Inspection report for early years provision

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<b>Unique reference number</b>	109723
<b>Inspection date</b>	30/04/2009
<b>Inspector</b>	Maria Lumley
<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 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 to care for children since 1991. She lives with her husband and two older children near Poole.

The whole of the ground floor is used for childminding as well as the upstairs bathroom, and one bedroom for children that need to sleep. There is a fully enclosed garden for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for no more than six children under eight years. Of these, not more than three may be in the early years age group. There are nine children currently on roll, four of whom are in the early years age group.

The childminder is a member of the National Childminding Association as well as a member of the Poole Childminding Network.

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

Overall the quality of the provision is good. Children thrive on the very positive attention and interaction they receive from the childminder, who effectively meets their learning and welfare needs. She is careful to give the children equal amounts of her time and values each child. Good self-evaluation takes place, which identifies the areas for future improvement. The previous recommendation has been addressed, raising children's awareness of safety whilst on outings.

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

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

- provide children with resources to minimise the spread of infection at snack time
- continue to conduct observations of each child's achievements and ensure these are dated to enable children's learning and development to be accurately tracked.

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

The childminder is competent and experienced, organising her service effectively to ensure children are well cared for and are given good support throughout the day. She consistently puts children first and successfully organises her time to ensure children are well stimulated and engaged in learning. The childminder is well qualified and committed to ongoing training to continually update her skills and improve practice. Since her last inspection she has attended numerous courses including safeguarding, behaviour management and observations and planning.

Self-evaluation is ongoing through self-reflection, feedback from parents and monitoring visits from the network coordinator. Her documentation and record keeping are kept up-to-date and fully support children's welfare.

Partnership with parents is good. New families are offered settling in sessions which take into account the needs of individual children. This enables them to become familiar and gain confidence with their new environment and carer, aiding a smooth transition from home to minding setting. The approachable and friendly childminder communicates well with parents and offers a flexible service, catering for families' changing needs. Several letters of thanks from parents evidence their appreciation for her commitment, friendly atmosphere and active interest in children's welfare. Parents view the weekly planner and are able to contribute to their children's learning.

Children are safeguarded well because the childminder is confident about the procedure to follow should she have concerns about a child. Risk assessments are regularly carried out by the childminder who is vigilant with regards to children's safety. For example, clear guidance is given when children walk up and down the stairs, either to hold the handrail or the childminder's hand to prevent falls.

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

Children are very happy and enjoy a stimulating time in the care of the childminder. They are confident and settled and are forming very good relationships with her. The childminder is very careful to boost children's self-esteem, giving them consistent praise and excellent opportunities to develop their independence. For example, they help with the routines of the day, such as washing up paint brushes, clearing away toys and independently peeling and slicing bananas for their snack. They learn about healthy eating through planned activities and discussions. For example, using the 'Snack pack' book to choose recipes. They then visit the supermarket where they select ingredients, weighing and paying for their goods. The children return to the home and prepare the snacks before eating them. Children enjoy being introduced to new fruits such as dried apricot and melon and are keen to taste them. However, they serve themselves using their hands and touch several pieces of fruit whilst doing so. Children's physical health is very well promoted as they have daily access to fresh air and exercise. They visit various parks, soft play areas, ball pits and swimming pool where they develop new skills.

Children thoroughly enjoy craft activities and become absorbed in tasks. For example, they carefully manipulate paint brushes to cover egg boxes with black, green and yellow paints. They chat about the beetle, butterfly and ladybird they are making. The children carefully add pipe cleaners and stick on eyes and wings to complete their work. They hold them up with great pride, showing off the finished insects. The childminder skilfully extends children's learning as they work, asking questions about insects, their colours, counting spots, where they can be found. The children happily recall their nature walks where they found ants, beetles and worms in the ground. Children free paint and are encouraged to experiment with colour. As a child mixes green, black and blue paint on the paper,

they watch the colour change and call out, 'It's dark blue'.

Children have good imagination and instigate their own play. They use the play food, till and kitchen to shop and cook meals. A child makes a cup of tea and blows the imaginary tea to cool it down before drinking it. Children access the well resourced dressing up box and dress up as police and fire officers. They shuffle along the ground calling out 'Nee Noo' as they travel to incidents.

The childminder carries out regular observations and uses these to inform planning for next steps. Most learning journals are up to date and include a variety of written observations, photographs and samples of children's work. However, not all journals are complete and samples of work not dated, making it difficult to track all children's progress. The childminder has highlighted this as an area that requires further input whilst self-reflecting on her practice.

Children learn about how they can keep safe. They recall the visit from the police officers where they learned about stranger danger and road safety awareness. Children regularly practise the fire evacuation procedure. Consequently they are familiar with how to behave should an emergency occur. Children are very familiar with the personal hygiene routines of washing their hands before lunch and using liquid soap and paper towels, which minimises cross-infection. Children cover their mouths with their hands when they sneeze and rub anti-bacterial gel into their hands to remove germs. When a child forgets to do this, their friend reminds them saying, 'Don't forget to cover your mouth to stop the germs'.

## 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

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## **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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