

Inspection report for early years provision

Unique reference number	139831
Inspection date	04/03/2009
Inspector	Maria Lumley
Type of setting	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 to care for children since 1999. She lives with her husband, who is her co-childminder and children aged 11 and 15 years. The property is a three bedroomed detached house situated in Parkstone, approximately three miles from Poole town centre. The whole of the property is used for childminding, bedrooms are used for children that need a sleep. There is a fully enclosed garden for outdoor play. The childminder is registered on the compulsory and voluntary parts of the Childcare Register and may care for no more than six children under eight years; of these, not more than three may be in the early years age group. When working with her co-childminder they can care for a total of 12 children, six may be in the early years age group. There are five children currently on roll, all are in the early years age group. The childminder is a member of Poole's Childminding Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder has an excellent understanding of children's individual needs and interests which helps her to provide exceptional quality care, learning and development opportunities to each of them. This is enhanced by the strong relationships the childminder has established with parents and other settings which children attend. Children are extremely safe and secure. They benefit from accessing a welcoming homely environment where they see their work and colourful posters displayed on the walls. The childminder has an individual training plan and demonstrates a strong commitment to ongoing training. She continually reflects on her practice and implements changes to improve the provision. For example, the recent 'shoes off' policy has had positive outcomes and further improved hygiene at the setting.

What steps need to be taken to improve provision further?

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

- continue to develop children's mark making skills at craft activities.

The leadership and management of the early years provision

Very clear, comprehensive policies and procedures are followed to safeguard children and promote their ongoing safety and welfare. These are shared fully with parents to promote consistency and extend their understanding of the childminder's role. The childminder devotes her time to supporting the children in their play, ensuring they are extremely well supervised at all times. Thorough risk assessments of the home and for outings are completed and regularly reviewed.

The childminder is highly committed in accessing and attending training to help her

to further develop her own skills. She has recently completed safeguarding and observation and planning training, and is currently working towards a Foundation Degree in Early Years Education. The childminder has robust systems in place to evaluate the provision. These include seeking the views of parents, children and other providers. As a network childminder, she receives interim inspections and meetings which ensure she is aware of any up and coming issues. In addition the childminder has subscriptions to trade journals which keep her well informed. Consequently, the childminder continually develops the provision to meet the needs of children and their families.

Excellent partnerships are established with parents and carers which helps to ensure children are cared for according to their individual needs. Numerous references from parents evidence their positive views on the provision and the care and education their children receive. Detailed information is shared through daily diaries and the childminder always allows time for discussion. Parents receive a comprehensive prospectus and are provided with useful information about activities and daily routines, which helps them to support their child's learning at home. Parents take an active role in their children's learning and have free access to children's learning journals. Parents are actively encouraged to make contributions to these records and the childminder values their comments highly. As a result parents and the childminder are able to plan together to support children's learning and development. Excellent links with other settings that children attend are in place. This includes meetings with children's key workers and three way diaries between the two settings and parents, this promotes consistency and effective sharing of information.

The quality and standards of the early years provision

The childminder demonstrates a secure understanding of children's individual developing needs and provides them with a broad and interesting range of activities which helps them to make excellent progress in their learning. The childminder follows children's individual interests and incorporates those interests into activities and experiences through play, building on their current knowledge and abilities. There are highly effective systems for observing and monitoring children's learning and development which include contributions from parents. This ensures that children's next steps are identified and planned for.

Children have a wealth of exciting opportunities to be creative through a wide range of age appropriate activities such as painting. Babies dip their hands, feet and knees in paint and crawl across paper, leaving a trail of their movements. Older children use a variety of brushes and sponges to express themselves and create individual pieces of art. However, some craft activities do not present children with sufficient mark making opportunities.

The childminder successfully meets the needs of children of different ages. For example, a toddler snuggles up on her lap to look at a children's encyclopaedia. This has brightly coloured pictures which capture the child's interest. As the child excitedly points out different animals the childminder names them and encourages the young child to repeat the words. The child receives high levels of praise for

succeeding. An older child stands close by and is keen to join in, the childminder welcomes them and competently extends the activity to meet the needs of the older child, introducing new questions which challenge the child and capture and sustain their interest. For example, the child talks about the cow in the book and the childminder asks the child if they know what a baby cow is called. The word 'calf' is introduced to the child's vocabulary. They go on to discuss what other baby animals are called and the child learns new words including 'puppy, kitten and foal'. The childminder offers exceptionally high levels of praise and her own enjoyment and enthusiasm in the activity keeps the children engaged.

Children confidently self-select resources and instigate play. This is closely monitored by the childminder who knows when to sit back and observe and when to intervene. For example, when a four year old child chooses a simple peg puzzle, the childminder knows this will not provide them with sufficient challenge. She suggests they find an alternative puzzle and offers the child a 35 piece puzzle. The child is excited with the challenge and empties the contents on the floor. They methodically turn the pieces over and say, 'I will start with the corner pieces'. They then decide to do the sky and find the blue pieces and manipulate the pieces until they fit. The childminder offers high levels of support and the child continues until they have completed the task.

Excellent measures are taken to promote children's safety when in the home and on outings. The childminder increases children's awareness of keeping themselves safe by teaching them about road safety when on outings. All the children are well behaved and know the boundaries and expected behaviour required from them. Children are given additional freedom and independence under controlled conditions as they get older. For example, being allowed to walk ahead to the lamp-post or bench whilst remaining in eye sight of the childminder. Exemplary routines are followed to promote children's health and ongoing well-being. The weekly hire of a local hall enables children to participate in physical play regardless of the weather. In addition children regularly access the exceptionally well equipped garden where they climb, slide, balance and swing. Children benefit from healthy meals and snacks. Whilst eating fresh and dried fruits they view the collage on the wall. This was made by the children and has pictures of fruits and vegetables. The children discuss foods that are good and bad for their bodies. Children select healthy recipes and shop for ingredients before preparing and eating smoothies and fruity crumble tumblers.

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?	1
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.