

Inspection report for early years provision

Unique reference number	139832
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. He lives with his wife, who is his 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 and 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 his co-childminder they can care for a total of 12 children, six may be in the early year age group. There are five children currently on roll, four are in the early years age range. 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. Children's individual needs and interests are well met because the childminder has an excellent understanding, which helps him to provide exceptional quality care, learning and development opportunities to each of them. Strong relationships with the parents enhances the provision. 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.

What steps need to be taken to improve provision further?

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

- further promote children's development and independence at snack time.

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 his 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 him to further develop his own skills. He has recently completed first aid, oral health, and observations and planning training, and has secured a place for safeguarding training in June 2009. 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, he receives interim inspections and meetings which ensure he is aware of any pertinent issues. In addition the childminder has subscriptions to trade journals which keep him well informed. Consequently, the childminder continually develops the provision to enhance outcomes for children.

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. 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 the childminder values their contributions, the information is used to enhance children's development. The childminder and parents effectively plan together to support children's learning.

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.

The childminder has developed exceptional relationships with the children which have resulted in children being relaxed and happy in his care. For example, two young children confidently climb on his lap for story time. They listen attentively as the childminder reads the story, 'Thomas and the hurricane.' The childminder reads the story with animation capturing the children's interest. He paces the story well, stopping at the end of each page, giving the children time to revisit the story so far. The children point out pictures and repeat new words, developing their vocabulary.

Children benefit from the individual attention they receive from their carer who knows their needs and abilities very well. For example, he offers a baby lots of reassuring cuddles, easing the transition from home to the setting. He ensures the baby has their comforter at sleep time enabling them to quickly settle. The childminder supports the baby's developing mobility effectively. He encourages them to stand on their feet, and holding their hands, supporting them as they move around the room.

Children confidently self select and initiate play which is well supported by their carer. For example, two children position foam circles on the floor, they carefully step from one to the other, spreading their arms out to aid balance. As the children step on the circles musical notes are activated and the children make

tunes as they move. The children thoroughly enjoy this activity and laugh and smile at each other as they make music. The childminder observes that the baby is watching and reaching for the resources. He includes the baby in the activity, lifting and bouncing them up and down on the pads, activating the notes. The baby responds with delight as they gurgle, smile and clap their hands.

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 and curbs drill and road safety is practised on every outing. Children are fully involved in regular evacuation procedures which ensures they know how to behave should an emergency occur. All the children are well behaved and know the boundaries and expected behaviour required from them. The childminder is vigilant and monitors children's movements at all times. He intervenes to prevent accidents from occurring, reminding children of ways to keep themselves safe. For example, he says, 'Why don't we run around with pencils?' The child stops and thinks but is unsure. The childminder explains that if they run around with pencils and fall over they could hurt themselves on the sharp pencil. The child agrees and puts the pencil down. 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 are developing an excellent understanding of healthy eating. The use of 'Snack pack' at planned activities ensures they are fully involved in selecting recipes, purchasing ingredients and making meals including fruit smoothies and fruity crumble tumblers. However, at daily snack time children's independence is not fully supported as fruit is peeled, sliced and handed to them.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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.