

## Inspection report for early years provision

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<b>Unique reference number</b>	EY102162
<b>Inspection date</b>	18/03/2009
<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 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 2005. She lives in a house in Poole with her husband and their two young children aged 18 months and four years. All areas of the home are used for childminding.

The childminder is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of four children may be cared for at any one time. There are currently six children on roll, five are in the Early Years age group. The childminder also cares for children over eight.

The childminder is a member of the National Childminding Association, as well as a local childminding group.

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

Overall, the quality of provision is good. The childminder knows the children well and successfully meets their individual needs. Children are very happy and settled within her care, enjoying the attention they receive. The childminder promotes an all-inclusive environment and ensures all children are appropriately occupied at all times. She promotes continuous improvement within her practice in order to provide children with positive experiences during their early years. For example, developing free flow between the indoor and outdoor environments to support individual children's learning, as some children prefer to play outside.

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

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

- continue to develop opportunities to maximise children's learning in the outdoor area
- ensure that the cat bowls are inaccessible to the children.

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

Children benefit from the good relationships forged between the childminder and their parents. They have a clear insight into their children's time within the childminder's care because they receive feedback both verbally and within a daily diary. In return, the childminder is able to act in children's best interests because she seeks detailed information from parents when their child joins her care and values the ongoing sharing of information. The childminder has developed a contact book between herself, parents and teachers. This is proving beneficial as it ensures the childminder is aware of where children are at in their school development.

Children enjoy their time spent with the childminder, who is experienced within her role. She has good systems to evaluate her provision both formally and on a day-to-day basis, seeking support and advice from her network co-ordinator. The childminder is committed to providing good quality care and education to children and continually monitors her training needs and highlights areas for further development. She has attended numerous courses in the last year to ensure she is well informed on delivering the Early Year Foundation Stage (EYFS).

The childminder organises her home well to ensure children enjoy space to play freely both indoors and in the garden. She implements effective policies and procedures, which are shared with parents, promoting children's safety, welfare and development. The childminder carries out risk assessments for areas of the home and outings to ensure that children's safety is considered. This includes the use of stair gates and sleep monitors. Children have supervised access to the kitchen, however, they frequently pass by the pet bowls on the floor as the childminder prepares their snacks. The childminder has a sound understanding safeguarding children and the procedures to follow with concerns.

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

Children are happy and settled, experiencing a good balance of adult-led and child-initiated activities. The weekly routine includes visits to the children's centre, play zone and toddler groups, enabling children to have access to additional resources and participation in large group activities, developing their social skills. Children enjoy opportunities to choose from the range of toys available and they confidently select books and cars from the shelving unit. The childminder is mindful of storing toys appropriately, ensuring the youngest children do not have access to very small pieces.

The childminder knows individual children well. She uses observations and consultations with parents to ensure she clearly records and tracks children's progress in their learning and development. Observations and learning journals include 'Next steps' to ensure continual progress. For example, a child repeatedly pushes the button on the garage, activating the helicopter noise, demonstrating interest and enjoyment in making things work. The childminder notes this interest and introduces a variety of resources with push buttons and switches. The child masters how to switch the tape recorder on and off.

The childminder has embraced the EYFS and provides free flow between the indoor and outdoor environments. Children enjoy playing in the sandpit. The childminder supports this activity well, introducing new words such as 'more' and 'less' as the children fill and empty buckets with sand. The childminder introduces a bubble machine, reminding children not to put their fingers in it to prevent injuries. As bubbles float through the air the older children run around with excitement, clapping and jumping on the bubbles to make them pop. The baby sits watching close by, becoming mesmerised as the bubbles move past. Children rush inside the outdoor play house but quickly become bored as there are no resources to play with. They are beginning to develop new skills as they play on push-a-longs, however there are no resources to promote their climbing or balancing

skills.

Children play co-operatively with building blocks. Using their imagination to create structures, carefully manipulating the blocks to make them fit. When young children start to lose concentration and interest the childminder intervenes and introduces large sheet of paper, crayons and stencils. The childminder demonstrates, placing the stencil under the paper and rubbing the crayon over the top. The children watch but then choose to select crayons and use large circular motions to form circles over the paper. The childminder supports their choice and praises the children saying, 'Well done'.

Children are developing a love of books, happily sitting with the childminder for story time. The childminder paces the stories well, allowing time for the children to discuss the story. The tactile book holds the young children's attention as they explore the textured pictures with their hands.

Children are gaining a good understanding of daily hygiene routines, which reduce the spread of germs and infections. They regularly clean their hands with wet wipes, particularly before eating and after coughing. The provision of individual bed linen and good nappy changing procedures enhance standards of hygiene. Children benefit from fresh and dried fruit at snack time and have regular access to drinks. On outings, children are learning how to keep themselves safe. For example, the childminder talks through road safety when crossing the road. Younger children are safely strapped in suitable buggies.

## 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
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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.