

Inspection report for early years provision

Unique reference number	EY378604
Inspection date	29/06/2009
Inspector	Carole Argles
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 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 registered in 2008. She lives her husband and two children who are aged three and five, in Verwood, Dorset. She uses most areas of her premises for childminding. There is an enclosed garden for outside play. The family have a dog and a cat.

The childminder is registered to care for a maximum of four children aged under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association and hold an NVQ level 3 childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled with the childminder who supports all aspects of their safety and welfare effectively. She plans and provides a wide range of activities that are tailored to children's individual needs. A good exchange of information between the childminder and parents ensures that there is continuity in the children's care and learning. The childminder has a positive attitude towards further improvement of her childminding service and regularly undertakes training to keep up to date with changes and developments in childcare practice.

What steps need to be taken to improve provision further?

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

- extend the range of every day objects and natural materials for babies and young children to explore and investigate

The leadership and management of the early years provision

The children are cared for in a well maintained and welcoming family home. The childminder has an attractive dedicated playroom which is decorated with examples of the children's artwork. There is a wide range of good quality toys and resources that provide interest and challenge for all ages. These are stored in boxes labelled with pictures so that children can access them independently. The childminder carries out regular risk assessments and takes appropriate steps to minimise hazards to the children both in her home and when out. Sleeping babies are checked frequently and the premises are kept secure. Effective measures are in place to prevent the spread of infection. Antibacterial cleaners are used to keep surfaces hygienic and all toys are cleaned frequently. Disposable towels and wipes

are provided. The childminder promotes healthy eating and works well with parents to ensure that children's dietary needs are met. She implements effective policies and procedures and maintains all the records necessary to promote the children's safety and well-being. She has a good understanding of her role in protecting children from harm or abuse and knows the procedures to follow should a concern arise.

The children benefit from the effective partnerships between the childminder and their parents. She keeps them well informed about all aspects of the service she provides, providing copies of her policies and procedures. She has written agreements in place to assist her in meeting parents' wishes for their child. A good two-way exchange of information is maintained through daily diaries and discussions and this ensures there is continuity in the children's care so they are comfortable and secure in her care.

The childminder is fully committed to the continued development of her childminding service. She reflects on the quality of what she provides and has systems in place to help her monitor the children's learning and progress. She is also undertaking a local quality assurance scheme. This enables her to identify areas for further improvement and put measures in place to enhance the children's care and experiences.

The quality and standards of the early years provision

The children develop warm and relaxed relationships with the childminder and babies happily snuggle against her to have their bottles. She interacts well with the children, giving them praise and encouragement and promoting their self-esteem. They develop good communication skills. The childminder talks with them about what they are doing and this helps babies make sense of the world around them. She follows their usual routines and is responsive to their needs, recognising, for instance, when they are tired and need a sleep. The children are beginning to develop good control and coordination of their movements. In the garden, there is a wide range of equipment, including slides, wheeled toys and balls, for children of all ages to use. The childminder supports babies' development well, supporting them when they want to stand and providing a safe area for them to sit and play. They develop good hand-eye coordination as they handle, examine and reach out to touch a variety of age-appropriate toys. They are interested in the textures and sounds these make and show pleasure in musical toys. However, they have less opportunity to investigate a wide range of everyday objects and natural materials.

The childminder observes the children as they play so that she has a good understanding of what they can achieve and enjoy. She monitors their progress and keeps a 'learning journey' record illustrated with photographs of the children at play. This is shared with their parents who are encouraged to contribute what they know about their child so that there is a good overview of all aspects of their development. This allows the childminder to plan and provide activities that build on what children can already do or know and consequently they make good progress. She adapts activities so that all can join in, for example, when hand printing Fathers' day cards or looking at books.

The childminder has a good understanding of positive ways of managing children's behaviour and works with parents to develop a consistent approach. She takes children to toddler groups where they learn social skills as they mix with others of similar age. She provides a range of resources, including books, dressing up clothes and dolls, to increase their awareness of diversity in society. The children begin to learn how to keep themselves safe and healthy. They follow good hygiene routines, cleaning their hands before eating and are encouraged to drink plenty. They are reminded to how to take care on steps and stairs, and are taught about road safety.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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

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
--	-----