

## Inspection report for early years provision

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<b>Unique reference number</b>	EY312578
<b>Inspection date</b>	27/04/2009
<b>Inspector</b>	Samantha Powis
<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 since August 2005. She lives in a four-bedroom semi-detached house with her husband, adult son and 15-year-old son in the town of Blandford Forum, in North Dorset. Minded children have access to all areas on the ground floor, which includes the lounge, dining room, kitchen and playroom. Toilet facilities are provided on the ground floor. A secure outdoor play area is provided in the rear garden. The family have two pet cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children under eight years, of which three may be in the early years age group. There are currently four children on roll, three of whom are in the early years age group.

The childminder has NVQ level 3 qualification in childcare and education and receives advice and support from the local authority.

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

Overall, the quality of the provision is outstanding. Children benefit greatly from the childminder's commitment to meeting their individual needs. She knows each child and their family well, due to the excellent working relationships she establishes with parents. Children are very happy, settled and relaxed within the welcoming family home. They access an excellent range of resources and well thought through activities, which supports them in making rapid progress in their learning and development. The childminder constantly evaluates the service she provides to ensure it offers the highest support to children's care and learning needs. She attends training and seeks professional advice and guidance which enables her to continually improve the provision for children.

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

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

- extending the systems to support children's ongoing learning and development by linking with others providing for the children.

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

The childminder is extremely well organised and uses documentation very effectively to manage the service she provides. For example, very clear policies and procedures are provided for parents and all regulatory documentation is in place. Children's safety and ongoing welfare is a priority. Safety issues are continually monitored to ensure all steps are taken to promote children's well-being. Space is used extremely well to allow all children to take part in activities

safely. For example, construction equipment with small pieces is used on a table, therefore, providing interest and challenge for older children, but maintaining the safety of the younger children. The childminder has a strong commitment to improvement and accesses a range of training courses, equipment and resources to support her in improving areas she has identified for development. Since the last inspection she has taken positive steps to ensure children's safety is well supported in the event of an emergency.

The childminder develops excellent relationships with parents to support her in meeting children's individual needs. Regular exchange of both written and verbal information enables her to tailor her daily routines to reflect the needs of the children. Parents are provided with detailed information about the childminder's role. They receive information through the daily diaries about events in their child's day and developmental steps they have taken, which helps them all work together to support children's learning and development. The childminder works flexibly with parents, often adapting her working hours to support the needs of individual families.

The childminder has an excellent understanding of child protection procedures and is clear about her responsibility to safeguard children. Policies and procedures are shared with parents so that they understand her role and responsibilities in this area. A range of reference materials are available to support the childminder in taking appropriate action in the event of any concerns.

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

Children make rapid progress in their learning and development due to the range of fun, interesting and challenging activities provided by the childminder. These, along with the childminder's dedication to supporting children as they play, encourages them to be enthusiastic learners who are keen to explore. They are comfortable in the familiar daily routines, which are planned to support their individual needs. The childminder has introduced systems to monitor and evaluate children's progress and uses information from these to plan the next steps in all areas of learning for each child. There is an excellent balance of adult-led and child-initiated activities, and children often use skills they have learnt during the planned activity in their own play. For example, small jars of flour, rice and pasta are provided in the play kitchen, allowing the children to pretend to make a cake like the one they had made earlier with the childminder. They measure out handfuls of flour and mix the ingredients together to make their own special cake. Information about individual children's welfare needs is shared with other settings to which children attend. However, this has not been extended to include information about their progress and development, to enable all those providing for the children to work consistently.

Children are keen to become involved as the activities planned are based on their own interests and preferences. They delight in using the different coloured paints, brushes and rollers to create their unique picture. They are confident to explore how the paint feels with their hands and use their imaginations to create new pictures by taking a print of the original. They are offered excellent opportunities

to explore using their senses. Both younger and older children's curiosity is captured as they use their hands and feet to explore the dry and cooked pasta. The childminder skilfully engages them in conversation about the different properties of the materials as they play, increasing their use of language and encouraging communication. Numbers and letters are frequently referred to, which helps children develop a confident awareness and understanding. Simple number problems are posed as the children play. They try to work out how many wildlife animals are left if one or two are taken away and start to consider the value of fractions, such as half the cake, when engaging in role play.

Children feel valued and have high levels of confidence and self-esteem. They receive lots of encouragement throughout the day and their individual achievements are highly praised. Their paintings and creative works are displayed on the kitchen wall for all to see, which gives children a strong sense of belonging. Children's physical development is encouraged as they regularly go on local walks and often go swimming with the childminder. They develop confidence in the water and learn skills that enable them to swim independently.

Children are constantly reminded of safety as they play, which enables them to evaluate risks for themselves. For example, they are reminded about the danger of the hot oven as the childminder takes the cake out. They are allowed to help the childminder check that it is cooked, discussing first the potential risks in this task and how these can be avoided. Discussions about road safety and stranger danger help children to remain safe when they are outside of the home. Children are encouraged to develop a positive attitude towards their own health. They all follow good hand hygiene routines and are encouraged to make healthy choices at snack and meal times.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](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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