

Inspection report for early years provision

Unique reference number	EY226090
Inspection date	04/06/2009
Inspector	Christine Coram

Type of setting	Childminder
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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 was registered in 2002. She lives with her husband and two children, aged eight and three years, in Parkstone, close to shops, parks, schools and public transport links. The whole of the childminder's home can be used for childminding. She has a dog, some tropical fish and guinea pigs as pets.

The childminder is registered to care for a maximum of five children 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 four children in this age group. She can also offer care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends toddler groups on a regular basis. She is a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children enjoy a calm, stimulating and child-led day. The childminder supports them and meets their needs well. She is clear about their individual preferences, personalities and needs. She balances these effectively to ensure that they all have equal attention, and activities that are appropriate to their learning goals. She is motivated to continually improve her practice and is currently undertaking a level 3 qualification in childcare. She has made changes to the way she works because of the information and understanding she has gained.

What steps need to be taken to improve provision further?

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

- make sure that the date that risk assessments are undertaken is clear
- continue to develop confidence and understanding of the EYFS and planning for individual children

The leadership and management of the early years provision

The children benefit from the well-organised day that the childminder provides. She has all necessary resources to hand and operates within a regular but flexible routine that the children are familiar with. This helps the children to be settled and confident in her care. The childminder has systems in place to monitor all areas of her practice. She is working towards completing a format to identify areas for improvement, and has some plans in place to make suitable changes. Her understanding and confidence are growing as she completes her training course.

Children are safe in the childminder's care as she has clear procedures in place to minimise risks. She undertakes clear and detailed risk assessments that effectively identify how or where hazards may arise and how she will address these. The dates of these are not always recorded, although the childminder is clear when and by whom they were undertaken. She has clear procedures to protect children from possible harm or abuse and she shares these with parents.

She also shares comprehensive written information with parents on a range of issues. She keeps them informed about their children's activities on a daily basis through written diaries for younger children and conversations with all parents. They also read the assessments of their child's development and make their own comments on a regular basis. The childminder makes sure that this consistency extends to other settings that the children attend through note books and exchanges of assessment information with their pre-schools, for example.

The quality and standards of the early years provision

The childminder promotes the children's welfare effectively. Children learn to keep themselves safe. Their increasing understanding is supported through discussions that take place as subjects arise. For example, during play, a child comments that pills make people better. The childminder takes the opportunity to remind the children that they must only take pills when ill and that they must never touch pills that they find. Children also learn about health and the ways that they can look after their bodies. They know that they brush their teeth so that they do not 'get dirty'. They enjoy fruit at snack time and the childminder is proactive in monitoring the variety of foods that they eat.

Children are very well behaved and demonstrate a developing sense of the needs of others. They are affectionate and generous, for example, a child gives a younger child a ball to play with when she wakes up. Children develop a balanced and positive view of those of different lifestyles through a range of images. They demonstrate a good understanding of the world around them when playing a computer game about buildings, pets and hospitals, for example. Children are thoroughly involved and well motivated in all activities.

Children make good progress in all areas of development. The childminder uses various methods to record observations, evaluate the children's progress and decide on the next steps for each child's learning. Their progress is evident from the records that clearly describe the children and their stages of development. The childminder lacks some confidence in assessing and planning, although she has a good understanding of the Early Years Foundation Stage. She plans activities including outings, whilst at other times the play is child-led. This is always purposeful, because the childminder supports and extends the activities. For example, she supports children's imaginative play well, offering suggestions and asking open questions. Children respond well to the support, enthusiastically joining in and answering the questions.

Children are very keen and involved in play. They are confident to express their preferences. For example, during a computer game, a child is asked if he wants

stone or brick walls for a house. He immediately and clearly states a detailed preference for each wall. Younger children progress well in their speaking. The children are very interested in books. A pre-school child turns the pages and asks questions about the pictures or the names of dinosaurs. Children are learning to identify shapes such as squares and rectangles, answering 'the square one' when asked to choose a plaster. They demonstrate an emerging ability to logically deduce and this is supported well by the childminder.

Children develop rapidly in imaginative play and make links from one game to another. For example, after using a computer programme that involves 'building' a house, they move on to another game about hospitals. The child states that a girl has cut her leg climbing 'on the building we just built'. They enjoy opportunities to express themselves in creative activities, such as making handprints.

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

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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