

Inspection report for early years provision

Unique reference number	139245
Inspection date	05/05/2009
Inspector	Carol Johnstone

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 1993. She lives with two of her adult children in Lyme Regis, Dorset. The whole of the ground floor is used for childminding purposes with the exception of the bedrooms. There is a fully enclosed garden available for outdoor play. The family have a cat and a pet rabbit to which the children can have supervised access. The childminder is registered to care for a maximum of six children under eight years, three of whom may be in the early years age group. There are currently nine children on roll, seven of whom are in the early years age group. The childminder also cares for children over the age of eight. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very settled and happy and the childminder knows them well. They are cared for in a bright and clean environment and enjoy many outings to help them socialise. Children make good progress in their learning through warm and supportive interaction. However, written assessments are still in the early stages of development. The childminder shows commitment to the continuous development of her practice.

What steps need to be taken to improve provision further?

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

- continue to develop children's assessment records to more clearly identify the next steps in learning and use planning to help facilitate this.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a record of risk assessments is maintained
(Safeguarding and welfare)

05/05/2009

The leadership and management of the early years provision

The childminder has all the necessary policies and procedures in place to support children's welfare. Parental consent is in place for all aspects of care including emergency medical treatment, transportation and the taking of photographs. Children's medical information including any allergies are clearly recorded. The childminder is careful to risk assess any outings and any changes to the home. However, these have not been recorded. This is a legal requirement.

The childminder has strong and supportive relationships with parents. They are

kept fully involved with the childminding practice and there are continuous exchanges of information which helps to support the children being cared for. Parents are invited to visit as many times as they wish before leaving the children and are also able to stay with the children during the initial care period. The childminder is aware of the importance of making links with other providers who share the care of the children and has begun this process in readiness for when children she is caring for start to attend the local pre-school. She has also started to take the children to visit the pre-school and meet the staff so that they will be familiar with them when they start there.

The childminder has a sound understanding of safeguarding children issues. She is aware of the types and signs of abuse and who to contact in the event of a concern arising. This ensures that a child at risk would be quickly identified and the appropriate support obtained for them.

The childminder has effectively addressed the recommendations made at the last inspection. She demonstrates a clear commitment to ongoing self-evaluation of her practice and has identified several areas that would benefit from development. For example, she has been proactive in obtaining additional training and in joining a local childminding group to share ideas and suggestions for activities. She has also identified that a camera would be useful in helping to record children's achievements during the activities.

The quality and standards of the early years provision

Children are very relaxed with the childminder. She encourages them to be very independent, for example encouraging them to tie their own laces and helping to tidy up. Interaction is very warm and helps the children to think about what they are doing. For example, the childminder asks them about colours, shapes and numbers during their play. She knows the children very well and knows where they are in their development. However, written records are in the early stages of development and do not yet clearly identify the next steps for learning. The planning of activities has not yet been started to readily facilitate this.

Children are offered a range of bright and colourful resources to play with. They can independently access the toys from low level shelving and boxes on the floor. Children have a variety of construction toys to choose from and there is also a role play box which helps to support their own ideas. Children frequently enjoy art and crafts, making bread, planting vegetables, puzzles and word and number games. Children particularly enjoy many outings to the local area including nature walks where they examine leaves and different types of birds and there are also trips to the beach. Children have many opportunities to socialise and are taken to local playgroups. There are also trips to a play centre where they have opportunities to practise climbing and jumping on large equipment. All children are included in all of the activities and the childminder adapts the activities to meet the differing abilities of all children present.

Children are encouraged to learn about their personal safety. They know that they must hold hands or be on reins when they are out walking and that they do not

travel in the car unless they are properly strapped in. Children are also encouraged to act responsibly. For example, they are reminded not to leave small pieces of toys around because younger children might choke on them.

Children learn about healthy eating. They are given fruit and vegetable snacks and parents are encouraged to send healthy choices in for packed lunches. They have independent access to drinks throughout the day to ensure adequate fluid levels. The childminder is careful to make sure that children with allergies are not exposed to any risk.

Children behave very well. The childminder is consistent in maintaining very clear boundaries which helps the children to learn right from wrong. Children are reminded to use please and thank you, and to be kind to each other and share the toys. They are taken on frequent trips to local restaurants, where they learn how to sit at the table and eat nicely. Children have opportunities to learn about the cultures and religions of others. For example, recently they made tea lights during Divali and looked at the different celebrations in books at the library.

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