

Inspection report for early years provision

Unique reference number	144168
Inspection date	07/07/2009
Inspector	Carol Johnstone
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 was registered in 1999. She lives with her husband and their two daughters aged 14 and 18 in Wimborne, Dorset. The whole of the ground floor except the utility room is used for childminding purposes. The enclosed front half of the rear garden is also available for outdoor play. The family have three guinea pigs whom children may have supervised access to. The childminder is registered to care for three children who may all be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently seven children on roll, five of whom are in the early years age group. The childminder holds a National Vocational Qualification at level 3 in childcare. She is a member of the National Childminding Association and also works part time at a local pre-school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very secure and comfortable with the childminder and they are cared for in a cosy environment. The childminder's regard to inclusion and meeting the needs of children with additional needs is outstanding.

What steps need to be taken to improve provision further?

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

- develop the systems for observing and assessing children to ensure that their progress is clearly tracked through all of the areas of learning
- regularly practise a fire drill with the children to ensure that they are familiar with what to do in an emergency

The leadership and management of the early years provision

The childminder has worked hard on the recommendation relating to documentation made at the last inspection and it is now more methodically kept. A self-evaluation process is being developed which identifies the childminder's areas for development and her plans for the future. Policies and procedures to outline the practice are all now in place.

The childminder is committed to her own personal development and attends any training courses that become available. She recently gained a qualification in management which helps her to effectively run her practice. She keeps her first aid training up to date and regularly checks the first aid box so that she can provide appropriate care in an emergency.

The childminder has a sound understanding of how to recognise the types and signs of child abuse. Consequently, she would be able to obtain appropriate help

and support for a child at risk. Thorough risk assessments are completed of the home and outings, although the current recording of when these have been reviewed is unclear.

There are strong and firm partnerships with parents which clearly benefits the children being cared for. The childminder is very flexible in supporting parents and being adaptable to meet their needs, particularly in emergencies. She works very closely with them in ensuring that children are happy and settled and there is daily open discussion with all parents on arrival and collection of the children.

The childminder's regard to supporting children with specific needs is outstanding. She is a qualified special needs coordinator and works extremely hard to adapt her activities and resources so that all children can feel included in all things. She works closely with external professionals such as portage and physiotherapists to carry out specific exercises with the children to ensure continuity in their care.

The quality and standards of the early years provision

Children are encouraged to be independent and vocal in the provision. They choose their own activities from a wide range and resources are organised to be easily accessible. There is a particular emphasis on art and crafts so that children are able to express their own ideas and practise their fine motor skills. Other activities include role play, board games, letter and number work, ink printing, play, model making and cooking. There are regular outings to fields and parks in the local area and frequent visits to see animals at nearby farms. Children often enjoy trips to the sea life centre and have regular fossil hunts where they explore the sea shore.

The childminder knows each child well and how to help them develop, particularly in their social and emotional skills. However, the systems for collating observations and assessments and using them for the planning of activities are still being developed. Consequently, they do not yet clearly track children's progress within all six areas of learning.

Children are cared for in clean surroundings and they learn about their personal hygiene through regular hand washing before snacks and after touching the animals or wiping their noses. They learn about healthy eating through daily snacks of fruit and any meals cooked by the childminder are wholesome with no processed foods used. Children benefit from daily exercise and fresh air, both on their walks in the local area and also using the play equipment in the garden such as the climbing frame and slide. Children are reminded about their personal safety when out walking and are taught how to cross the road safely and about 'stranger danger'. The childminder checks the smoke alarms each week to make sure they are in working order. However, a fire drill is not practised regularly with the children to enable them to become familiar with what to do in an emergency situation.

Children receive lots of praise and encouragement from the childminder. She is very warm and caring towards them and is a positive role model. Children are

reminded to use good manners during their play and to share their toys and be kind to each other. They also learn how to be responsible in the community, for example, recycling their waste and getting involved in charity events.

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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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