

Inspection report for early years provision

Unique reference number	153338
Inspection date	30/04/2009
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 2001. She lives with her husband and three children aged nine, six, and three, in Corfe Mullen, Dorset. The whole of the childminder's home is used for childminding purposes and there is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of three children under eight years at any one time of whom two can be in the early years age group. There are currently six children on roll. Of these, two are 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. The childminder also cares for children over the age of eight. The childminder is a member of a local childminding group and the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are very settled in the relaxed and friendly environment. The childminder is very imaginative in providing activities that will be both stimulating and fun for the children. The childminder knows the children well and has started to develop written processes to observe and assess them. A self-evaluation process to identify areas for development has recently commenced.

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 observations and assessments in order to clearly identify their next steps in learning and to facilitate this through planned activities
- further develop the range of healthy choices at meal times

The leadership and management of the early years provision

The childminder has worked hard to organise her paperwork to make it clearer and more readily accessible. All the necessary policies and procedures are in place including a safeguarding and complaints procedure. The childminder is careful to obtain details of children's health issues and any allergies. The childminder keeps her first aid training up to date and keeps a first aid box close to hand both in the home and when on outings.

The childminder shows a commitment to continually improving and developing her practice. She attends training whenever it is available and has effectively addressed the recommendations made at the last inspection. In addition, she meets regularly with other childminders to discuss and share information relating to childcare topics. She has recently started a process of self-evaluation to look at all areas of her practice and how they could be further improved. Parents are

invited to share in this procedure with regular feedback.

Comprehensive and detailed written risk assessments are carried out of all areas of the house and of any outings. However, there are some prickly rose bushes and ivy in the garden which are accessible to children. Resources and equipment are regularly cleaned and checked for any breakages. The fire drill is regularly practised so that children will be familiar of the procedures to follow in an emergency. Emergency contact details with children's photos are kept by the door so that parents could be contacted swiftly by emergency workers should the need arise.

There are strong partnerships with parents. A daily diary is completed which outlines the day's activities. There are also plenty of photos taken for parents to see what their children have enjoyed that day. The childminder has also developed links with other providers sharing the care of the children. This helps to ensure that the activities provided are consistent with children's abilities and that aspects of children's welfare are discussed.

The quality and standards of the early years provision

Children enjoy a wide range of interesting activities. Recently, the children studied snails, trying to identify different types from pictures in a book. The children made a playground for the snails and organised 'snail races', marking their shells so that they can track their progress and see if they return to the garden. Children also made a pond collage. Younger children finger painted frogs, while more able children drew dragonflies and made frog spawn from bubble wrap. Children learn how to knit and sew, they use clay to make figures, they make stained-glass ornaments and regularly cook. Younger children participate in the activities which are adapted so that they can be included. Children particularly enjoy music, trying out different instruments and making their own 'shows'.

The childminder gets to know the children well and she knows how to help them develop in areas that need further support. For example, to help children learn about colours, the childminder has a specific colour day and children find objects of that colour around the house. During activities, she supports the children through patient and friendly interaction, encouraging the children to be independent and try new things. Written observations and assessments have been started but are currently only being done monthly, which does not ensure a fully accurate tracking of children's progress.

Children have a good awareness of their personal safety. They completed a 'safety in the home' poster using pictures they had cut out from magazines to identify things they should be careful of. They know that they must wear safety helmets when using bikes and they practise the Green Cross code when out walking. They learn to be careful of cars and how to identify if a car is reversing by watching the lights. Children also learn not to throw sand when playing in the sandpit at the park and to avoid dog mess. Children have access to drinks throughout the day to ensure adequate fluid levels. They are given fruit at snack and lunch time and they have healthy eating topics. However, some of the choices available for lunchtime

sandwiches are not always healthy.

Children's individual needs are met through the childminder having a sensitive awareness of each child and their particular likes and dislikes. Children are able to choose from a box of photos each day which show different activities and they put these on a wall chart to show what they want to do. There is a particular emphasis on celebrating different festivals that are relevant to the children's own backgrounds and cultures.

Children are cared for in clean and hygienic surroundings. They learn how to wash their hands before meals and after using the toilet. Children have their own coloured towels with their photos on the pegs to avoid cross infection. The childminder is careful to use disposable gloves and antibacterial wipes when changing nappies, making sure to wash her hands afterwards.

Children are encouraged to learn right from wrong and there are clear behavioural boundaries in place. The childminder is a positive role model, speaking in a gentle way to the children and demonstrating politeness. Praise is freely given which helps to build the children's self-esteem.

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