

Inspection report for early years provision

Unique reference number	EY360295
Inspection date	22/04/2009
Inspector	Maria Lumley
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 2007. She lives with her husband and two children aged 14 and 12 years in Bournemouth. The lounge and her children's bedroom are used for childminding and there is a communal garden for outside play. She is registered to care for no more than three children under eight years; of these, not more than three may be in the early years age group. There is currently one child on roll who is in the early years age group. The childminder supports children who have English as an additional language. The childminder attends the local toddler group and takes children to the local park, museums and library.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are welcomed into a warm and caring environment where they are valued and included. The childminder develops an understanding of children's individual needs through working with parents. She provides learning opportunities, although systems are still being developed to ensure that children's ongoing progress is fully promoted in all areas of development. Children's health is well promoted, however, there are some hazards which impact on children's safety. The childminder does not have systems in place to evaluate and reflect on her practice, therefore she is not clear on how to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the observation system to clearly identify the next steps in children's learning and development
- develop systems of self evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- ensure that harmful substances and razors are inaccessible to children
- ensure that the emergency evacuation procedures are practiced with children
- provide children with a broad range of resources to fully support their progress in all areas of learning and development.

The leadership and management of the early years provision

The childminder is committed to training and has attended numerous childcare related courses since registration, these include child development, Makaton and behaviour management. She has some systems in place to monitor children's development, however, she has not considered how to evaluate her minding provision to enable her to identify the strengths and weaknesses. Consequently, children's safety is not fully promoted as they are not familiar with the emergency

evacuation procedures. In addition the childminder does not provide sufficient resources to promote all areas of children's learning. All the required documentation is in place for the care of children.

Children are generally well safeguarded as the childminder has an understanding of child protection. She has literature and contact details to refer to should an incident arise. The childminder has high regard for confidentiality. She shares a range of policies and procedures with parents to ensure they are well informed about her practice. Children spend most of the week at toddler groups, libraries and museums. The childminder ensures these venues are risk assessed to promote children's safety. However, when the childminder is at home not all risks have been addressed.

The childminder ensures all children are included. She equips herself with skills to communicate with children and families that have English as a second language. Regular verbal and written communication with parents enables information to be shared, which ensures children's individual needs are met.

The quality and standards of the early years provision

The childminder gets to know children well, she has developed very good relationships with them. Children are relaxed and happy with their carer, who is attentive to their needs. They receive lots of praise and cuddles that help them feel secure and settled. The childminder spends most of her time taking children to toddler groups where they are learning social skills such as sharing and taking turns. The childminder reports that these sessions have had a positive impact on children's behaviour as they learn to be considerate of others. A young child is well behaved, enjoying the one to one attention they are receiving from the childminder. They become completely engrossed during a painting activity, using their fingers to explore the paint and make marks on paper plates. The childminder introduces brushes to extend the child's learning and demonstrates how they are to be held. The child is quick to master the skill using it to transfer paint from the pots to the paper plate. They quickly revert back to using their hands and this decision is well supported by the childminder. When the child has finished their work the childminder rewards their efforts and achievements with claps, smiles and verbal praise. The child copies and jumps up and down and claps.

Children's language is well supported and their vocabulary is extended through singing songs and looking at books. Young children's interest is captured as they stroke the tactile pages, exploring the texture of fur, wool and glitter. The childminder names objects such as flower, elephant and hat, the child repeats the words, building their vocabulary.

Young children show high levels of concentration at chosen activities. For example, a young child enjoys the challenge of peg puzzles, spending considerable time lifting out and replacing different shapes. The childminder introduces shapes and colours to the child as they play. Children learn about nature as they walk around the garden, looking at brightly coloured tulips and listening to the birds.

The childminder has started making some observations of children's achievements, however these are infrequent and do not identify targets for children to work towards. Good use is made of indoor and outdoor environments, with the patio doors left open to enable the child to freely move between the areas. However, there are limited resources available for the children and not all areas of learning and development are fully promoted.

Children are learning how to keep themselves safe as they are reminded to be careful as they move up and down the patio step. They are encouraged to help pick up toys from the garden to prevent falls and trips. Children learn about germs and the need to wash their hands to keep healthy. Younger children use wet wipes to clean their hands before eating their snack. Children enjoy fruits and yoghurts at snack time which have been provided by their parents.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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