

Inspection report for early years provision

Unique reference number	EY314432
Inspection date	17/04/2009
Inspector	Dinah Round
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 registered to care for children in 2005. She lives with her husband and their four children aged seven, five and two-year-old twins. They live in a house in the Wyke area of Gillingham, in Dorset. The whole of the house is registered for childminding but it is mainly carried out on the ground floor of the premises. Children have access to rear garden for outdoor play activities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of two children under eight years at any one time, of whom no more than one may be in the early years age group. When working with an assistant the childminder may care for a maximum of three children under eight. She is currently minding 10 children, of whom six are in the early years age group. The childminder has a Level 3 National Vocational Qualification (NVQ) in Children's care, Learning and Development and is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children benefit greatly from the childminder's strong commitment to supporting each child's individual needs, ensuring their interests, care and learning needs are effectively followed. Children enjoy a broad range of stimulating play opportunities and activities which means they make good progress. Children's welfare is generally well promoted and they benefit from the effective partnerships established with parents. The childminder attends regular training and is pro-active in using her skills to continually develop her practice to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- review security measures and make sure all risks to children both indoor and outdoor are minimised
- continue to review organisation of resources to enhance play opportunities for younger children

The leadership and management of the early years provision

The childminder is well organised and uses documentation effectively to support her in meeting children's individual needs. All information gathered is stored confidentially. The childminder's comprehensive policies and procedures are shared with parents to keep them informed of her practice. Regular risk assessments are carried out to help identify and minimise risks to children. However, these are not always effective as low level glass in the greenhouse is easily accessible to children in the garden and the external door is not kept sufficiently secured. The

childminder has a clear understanding of the signs and symptoms of child abuse and procedures to follow which helps to ensure that children are safeguarded.

The childminder has a strong commitment to improvement and accesses a range of training courses to support her in improving areas she has identified for development, such as practical inclusion and observation, assessment and planning. Children are able to move around freely and have access to a broad range of good quality toys and resources. Although, the layout of the new playroom has not been reviewed to maximise younger children's learning opportunities.

The childminder develops good relationships with parents to support her in meeting children's individual needs. Regular exchange of both written and verbal information enables her to tailor her daily routines to reflect the needs of the children. Parents are provided with information about the Early Years Foundation Stage to encourage them to become actively involved in their child's care and learning. They have opportunities to make comments on the 'learning journey' folders which the childminder uses to record observations and photographs of the children as they play. This helps support children's ongoing learning and development. The views of parents and children are welcomed as they participate in completing questionnaires as part of the childminder's evaluation process.

The quality and standards of the early years provision

Children are happy, very settled and are making very good progress across all areas of learning towards the early learning goals. The childminder provides a good balance of adult-led and child initiated play opportunities, organising activities to take account of children's individual interests. For example, following children's fascination with snails the childminder researched different activities to extend children's learning, such as rhymes and songs about snails. The childminder has a secure understanding of the Early Years Foundation Stage which she uses effectively to monitor and evaluate children's progress successfully linking this with individual plans for each child. This helps to ensure that each child is offered sufficient support and challenge to encourage them to take the next step in their learning. Information is exchanged with other settings children attend and this, along with information from parents, is used to promote continuity of care and learning for children.

Children's language is promoted very well as the childminder skilfully engages them in conversation as they look at pictures in the book and talk about their drawings. Children have fun as they join in spontaneous songs and rhymes throughout their play. Children learn to count and problem solve through planned activities which the childminder successfully adapts to support each child's level of understanding and help them achieve. Children make their own playdough, and have good opportunities to use their senses to explore different resources and materials, such as shaving foam, water, gloop, and paint. Children learn to share and take turns, they thrive on the ongoing praise and encouragement from the childminder as she acknowledges their achievements.

Children's health and safety is generally well promoted. They enjoy healthy snacks of fresh fruit and are often introduced to new tastes. Children's independence is fostered very well as they learn to wash their hands by themselves and pour their own drinks. Children have many opportunities to develop their physical skills through access to a wide range of activities, daily walks to and from school and taking part in music and movement sessions. Children are taught about road safety when on outings and take part in regular emergency evacuation practices which helps them learn about keeping themselves safe. They learn about their local environment through frequent visits to places of interest, such as walks along the river, trips to the library and local shops.

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?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
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?	1

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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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