

Inspection report for early years provision

Unique reference number	141049
Inspection date	07/05/2009
Inspector	Bridget Copson

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 1982. She lives in a residential area of Shaftesbury, Dorset with her husband, who is also registered as a childminder, and two sons, one aged 17 and one of whom is an adult. The whole of the ground floor of the house is available for childminding as well as sleep facilities on the first floor. There is an enclosed paved garden for outside play. The family keeps two cats.

The childminder is registered to care for a maximum of six children at any-one-time, all of whom may be in the early years age group when she is working with another childminder. She is currently minding eleven under eight years, nine of whom are in the early years age group, as well as children over eight years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is registered to receive funding for nursery education and holds a level three child care qualification. She delivers and collects children from the local schools.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children's individual needs are met well and they are fully included in all aspects of the provision. Their learning and development is promoted very well and, as a result, they are making very good progress through the Early Years Foundation Stage. They are developing a good sense of belonging and see a positive reflection of themselves as an individual within the house. The childminder has made effective improvements to the quality of care she provides and to promote the Every Child Matters outcomes for children. She has developed successful systems to promote ongoing improvements to her childcare provision, although these do not ensure all areas of weakness are identified.

What steps need to be taken to improve provision further?

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

- improve links with other settings child attend for consistency of care and learning needs
- keep a written record of when all updated risk assessments are carried out.

The leadership and management of the early years provision

The childminder keeps well-organised records, policies and procedures which she uses effectively to meet children's needs. Risk assessments are regularly updated to monitor potential health and safety issues, although these are not always dated. Children are protected well through the childminder's good knowledge of safeguarding issues and high levels of supervision. The childminder works

efficiently with her husband as a team. As a result, children are safe, secure and benefit from good levels of support and interaction.

The childminder is proactive in developing her knowledge and skills through attending relevant training courses and workshops and has registered with the Dorset Quality Improvement Scheme. This further supports her in meeting children's needs and in gaining a good knowledge of the Early Years Foundation Stage. She has established links with the local authority and has completed a self-evaluation of her provision to highlight areas for further improvement in the quality of care and learning for children.

Children benefit from the effective working partnerships established with parents. Parents are provided with comprehensive information regarding the provision, including policies and procedures. Parents provide information relating to their child's care and sign agreements to promote consistency. Parents are kept well-informed and encouraged to get involved in their child's care and learning through displays, photographs, home books, questionnaires and contributing to the 'Learning Journeys'. Effective links are not yet established with all other agencies involved in children's care for further consistency.

The quality and standards of the early years provision

Children are provided with an excellent balance of both child-led and organised activities and a very good range of resources within an enabling environment. In addition, they benefit from free-flow access to the garden to further support their preferences and extend their experiences. The childminder uses her very good knowledge of the Early Years Foundation Stage to provide realistic challenges and skilfully interacts to maximise learning opportunities. Children's learning and development is planned and monitored very well on an individual basis. The childminder carries out continuous observations of their achievements and uses this information to plan their next steps of learning each week through activities children show an interest and preference in. Each child's 'Learning Journey' provides parents with a reflection of their child's progress in all areas of learning and an opportunity to contribute. As a result, children are fully involved and making very good progress in all areas.

Children are very happy and settled. They show high levels of interest and focus for long periods on their chosen activities. They are developing very good independence through choosing, helping actively, managing their own self-care tasks and activities in preparation for school. Children are developing excellent social skills and are forming secure friendships. Children's communication skills are developing extremely well. For example, they listen intently, question continually and talk with confidence. They enjoy stories and have access to a broad range of books for different purposes. Children enjoy problem solving in their everyday play as well as with mathematical resources and count continually in their play. They know their shapes very well and use the environment to develop this, such as making dough shapes to match up on a wall display. Children are very involved within the local community and make good use of the town facilities as well as joining in events, such as the carnival. They explore growth and change through

gardening activities, such as growing vegetables, flowers and joining in sunflower growing contests. They monitor changes in environment each day and learn how they can take a responsible role, such as recycling. Children use their imaginations very well in exploring different media and materials, music and song and enjoy a dedicated role play area.

Children's welfare is safeguarded effectively by the childminder. She ensures they are safe and secure in her care and supports them well in learning about keeping safe. Children's health is promoted well through the provision of a clean and hygienic environment and learning about healthy eating through discussion and the 'Munch Crunch' CD. Daily physical play promotes health and fitness well with indoor music and movement activities, free-flow garden play and trips to the park for larger scale resources. Children's behaviour is exemplary. They are forming secure friendships within the setting and learning about the needs and feeling of others. The childminder acts as an excellent role model, providing calm and consistent messages and continuous encouragement and praise. The 'Caring Caterpillar' display acknowledges children's kindness towards others.

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?	2
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?	1
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

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