

## Inspection report for early years provision

---

<b>Unique reference number</b>	144238
<b>Inspection date</b>	07/04/2009
<b>Inspector</b>	Janet Armstrong
<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 1992. She lives with her husband and two adult children in a detached three bedroomed house in Verwood, Dorset. The ground floor is used as the main accommodation for childminding purposes. This comprises of a living room, dining room, play room, study, kitchen, bedroom and cloakroom. There is a fully enclosed garden available for outside play. The family have a small dog and three cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children, three of whom may be in the early years age group. The childminder offers overnight care. There are currently nine children on roll, three of whom are in the early years age range. Most children attend on a part time basis. The childminder also cares for children over eight years of age. The childminder holds National Vocational Qualification at level 3 in childcare and education. She is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good and children's welfare and learning outcomes are promoted well. The environment is used effectively to promote free and independent choices for the children. This is because resources are easily accessible to support them in their interests. Children are happy and very settled in this homely environment. The childminder has formed positive relationships with the children. She uses her knowledge of the individual children's personalities well to support them sensitively and promote their confidence. Attending training and some reflection enables the childminder to maintain her good practice.

## **What steps need to be taken to improve provision further?**

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

- further improve observation and assessment systems to identify the next steps in the children's learning using the Early Years Foundation Stage steps to promote children's development within all six areas of learning, and introduce systems that enable and encourage parents to contribute towards this process
- develop self-evaluation systems to identify strengths and key areas for improvement to support continuous development and positive outcomes for children

## **The leadership and management of the early years provision**

The childminder makes good use of her time and routines to support the children in their play. There are some efficient systems in place for working in partnership

with parents and other early years settings the children attend. For example, written policies and procedures detailing the childminder's practices are effectively shared with parents, who each receive a copy and sign, giving confirmation of their agreement and understanding. Daily discussions between parents and the childminder ensures that relevant information is shared regarding routines, activities and achievements. Although, there are no opportunities for parents to make comments or contribute towards their child's records of assessment or to take them home, as children's records are all kept together in the same file. A log book shared between the childminder and other early years settings helps to ensure that children receive continuity and consistency in their care and learning.

The childminder has given some consideration to her strengths and weaknesses to help her identify areas for improvement. Although these systems are not fully effective to ensure she builds on and further develops her good practice.

The childminder has a sufficient knowledge of child protection procedures. She is aware of the signs and symptoms of abuse and able to take appropriate action to safeguard children's well-being. Her safety measures are good, ensuring a safe environment is provided and maintained through daily visual checks on her home and garden.

## **The quality and standards of the early years provision**

Children's welfare is promoted well. Through regular routines children are learning the need for positive personal hygiene and are able to independently access liquid soap and paper towels to support them. They participate in termly fire drills that raises their awareness of what to do in an emergency situation.

The children have excellent behaviour. They are well mannered, polite and kind to others. This is due to the positive example set by the childminder who gives the children clear and consistent boundaries and explanations of expectations to get along, share and take turns. This means that children show respect and consideration of the needs of those around them. For example, older children independently help and support younger children in their play, they pack away toys and sort out minor disputes in their games to the satisfaction of all involved.

The children receive positive interaction and support from the childminder who is skilled at sitting back and letting older children follow their own interests and offering one-to-one support to younger children to develop their skills and confidence. For example, when completing a puzzle, a two year old child becomes frustrated. The childminder finds an easier one, which the child is able to complete. This encourages the child to try a harder one. The childminder gives lots of praise and encouragement, clearly explaining the need to turn pieces around and look at the pictures. This means children are developing their confidence to have a go through trial and error and learn to problem solve.

A dedicated play room positively promotes children's free access to a wide range of suitable play provision. The environment is warm, welcoming and homely. Children help themselves to a range of games, books and small world play provision to

support their imaginations. They enjoy outdoor play in the garden, where they can access ride on toys and role play activities. The childminder supports their access to a balance of activities by making a suitable range of craft activities available.

Written observations of the children in their play are working well to show some of the children's achievements, linked to the steps in the Early Years Foundation Stage (EYFS). The next steps in their learning show what the childminder can do to promote this further, although these do not link to the next steps within the EYFS and are not well organised to ensure that children are making good progress in all six areas of learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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](http://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
---	-----

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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.