

## Inspection report for early years provision

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<b>Unique reference number</b>	140940
<b>Inspection date</b>	07/04/2009
<b>Inspector</b>	Brenda Joan Flewitt
<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).

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 1996. She lives with her adult daughter in a house in the coastal town of Weymouth, Dorset. The ground floor is used as the main accommodation for childminding purposes, with a lounge, kitchen, dining room and toilet facilities. Sleeping and bathroom facilities are provided on the first floor. There is an enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children may attend at any one time. There are currently nine children on roll. Of these, six are in the early years age group. The childminder also cares for children over the age of eight years. The childminder holds the Cache level 3 certificate in childminding practice and belongs to a local childminding group.

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

Overall, the quality of the early years provision is good. Children are cared for in a safe and welcoming family home. They are involved in a good range of activities, both inside and out, which help them develop and learn through everyday experiences. The effective partnership with parents ensures that children's needs are well met and the childminder values them as individuals. The childminder has some methods in place to help identify areas for development and continues to develop her knowledge of various aspects of promoting children's development through training and research.

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

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

- develop systems to obtain a regular two-way flow of information with other early years providers to ensure that consistency with children's learning and progression is achieved
- continue to 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.

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

The childminder implements effective policies and procedures to promote children's welfare and safety. She completes comprehensive risk assessments so that children move around freely and play in a safe environment, both in the home and when on outings. Children are involved in practises of the emergency evacuation procedure. However, this does not involve the sound of the smoke alarms to ensure children know what to expect in a real situation. Children's medication and accidents are well managed. All required records are in place, completed clearly

and stored confidentially. The childminder has a good understanding of how to safeguard children which includes recognising signs and symptoms and the procedures to follow with concerns. She has recently updated her knowledge by attending training. All this helps to protect children from harm.

The childminder promotes positive partnerships with parents with a friendly yet professional approach. She provides a supportive service and supplies good information about the setting by way of displays, discussion and written policies. There are daily opportunities for exchanging information verbally with parents which helps meet children's individual needs and support their development. She seeks parents' comments on their child's development to include in the assessment system. However, the systems for sharing information with other settings that children attend are not clear.

The childminder has some methods in place to help evaluate her practice. She has started to complete a self-evaluation document to help identify areas for development and actively seeks parents' views. The childminder keeps up-to-date with changes through regular training such as 'Firm foundations', 'Six areas of learning' and 'Observation, assessment and planning'. She also seeks information through relevant websites. Children's safety has improved since the last inspection as the recommendation has been addressed with regards to hazards in the kitchen and garden.

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

Children are happy, settled and secure in the care of the childminder. She makes them feel welcome and 'part of the family'. They make good relationships with the childminder, her family and each other. Children behave well. They know what is expected through familiar routine and clear explanations. Children learn to take turns and display good manners. They receive frequent praise and encouragement for their effort and achievement, which helps boost their self-esteem and confidence. Children start to develop a positive attitude to people's differences through planned experiences such as exploring the Chinese New Year celebrations, and by interacting with a range of different people. They join in fundraising events which promote their involvement as a member of the local community.

Children are involved in a broad range of activities over a period of time, with a good variety of learning opportunities outside the home. They access a suitable selection of toys and resources each day which are organised so that they can make choices for themselves according to their age and stage of development. Children start to develop a sense of number, comparison and early science through planned and everyday activities. For example, young children hear and join in counting steps, older children weigh and measure ingredients for cooking and notice the changes as they are mixed or heated. From a young age, children explore a range of everyday objects and media, including sand, water, dough and paint. The childminder offers positive interaction as she supports their activities which help them develop vocabulary, recall and start to make sense of the world around them. The childminder is developing an assessment system to help each child make progress in their development. She records observations of their play

and achievements and uses these to plan their next steps.

Children's health is promoted well. They learn independence and good procedures for their own personal hygiene, and have daily opportunities for fresh air and exercise which include visits to play parks, walks and garden play, helping to develop large muscle skills. For example, a young child enjoys climbing steps and rolling a ball down a toddler slide. A three-year-old skilfully transports water in a container to mix with dry sand. Children learn to make healthy choices in what they eat through the good example set by the childminder, with fresh fruit and vegetables offered each day. Children's days include a good range of visits outside the home where they meet other people, use alternative equipment and explore the local environment. A favourite outing is to the 'Sea Life Centre' which encourages children's curiosity in animals and nature. Regular visits to toddler groups and meeting up with other childminders promote children's social skills and enjoyment of activities in a larger group. They learn about aspects of staying safe when they are out and about, including safe routines for crossing roads and an awareness of the risks when using large equipment in the play park.

## 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?	2
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?	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](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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.