

## Inspection report for early years provision

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<b>Unique reference number</b>	139235
<b>Inspection date</b>	23/04/2009
<b>Inspector</b>	Bridget Copson
<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 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 1996. She lives in Preston, near Weymouth, Dorset. The whole of the ground floor is used for childminding, with sleeping facilities provided on the first floor. There is a fully enclosed garden available for outside play. The childminder has a caged love bird which is kept in the lounge.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 10 children under eight years, six of whom are in the early years age group. She also cares for children over the age of eight. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools and pre-school.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children's individual needs are met appropriately and they are making suitable progress through the Early Years Foundation Stage. Their welfare is safeguarded appropriately, although not all records have been implemented to assure this. Children are included equally and demonstrate a sound sense of well-being in the childminder's care. The childminder has made some improvements to the quality of care she provides and to promote the Every Child Matters outcomes for children. However, the systems for evaluating the quality of her provision are not sufficient to ensure continuous improvements in all areas and to ensure all requirements are met.

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

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

- develop systems for planning children's learning on an individual basis to ensure they are encouraged to develop to their full potential in all areas of learning
- use observational assessments to prioritise all children's next steps of learning in all areas
- develop further systems of monitoring the quality of provision to ensure all requirements met and to identify more areas for improvement.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for all types of outings and keep a written record of when all risk assessments are carried out (Safeguarding and welfare).

23/05/2009

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

The childminder maintains most policies, procedures and records to support her meeting children's needs and to maintain the safe and effective management of her provision in most areas. She has a sound knowledge of safeguarding issues to support her in protecting children. She carries out written risk assessments for some outings, but not all. This is a breach of a requirement. She monitors safety within her home, but does not keep a record of what assessment was carried out and when. This is a breach of a requirement. The childminder dedicates her time to interacting and supporting children, offering love and comfort. As a result, they are happy and feel secure in her care.

The childminder has a written evaluation of her childminding practice. This includes strengths, some areas for improvement and the views of some parents and children. However, this is not yet effective in identifying all areas of weakness and to ensure all requirements are being met. The childminder has updated her first aid certificate since her last inspection and developed a suitable knowledge of the Early Years Foundation Stage to improve aspects of children's care and learning.

Children benefit from the sound partnerships established with parents. The childminder provides parents with policies and procedures for her provision to support them in making an informed choice. Parents provide information relating to their child's care and agreements are made to ensure consistency. However, limited information is obtained regarding their starting points on admission to support early assessments. Parents are kept informed through daily discussion. Some children are also cared for by other settings. The childminder has not yet established links with these providers to promote consistency of care and learning for these children.

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

Children are provided with a range of well-maintained and age appropriate play provision to support their learning and development. These resources also support their individual interests. Children play within the sitting room which provides a dining area for table top activities and access to some provision to promote independent play. Children's learning is planned each week to include a balance of indoor and outdoor activities. The childminder has implemented a new system of planning with some activities linked to changing themes, currently 'hot and cold'. However, this is not sufficiently established to identify learning priorities for all children according to their individual learning needs. In addition, children's progress is monitored through a new system of recording observations and highlighting a next step of learning. However, this has not been completed for all children and is not linked to areas of learning to monitor and promote all areas well.

Children are happy and demonstrate a sound sense of enjoyment and well-being with the childminder. They focus well in activities which support their own interests

and are developing some independence. Children express themselves confidently through discussing what they are making and listen to the childminder when asked. Children have some opportunities to problem solve, such as completing puzzles. They also count aloud with the childminder and are learning about shapes. Children make use of their local environment to explore nature and wildlife, such as feeding the ducks, watching lambs grow and collecting leaves for painting. They also visit local places of interest by public transport, such as the beach, library and Sea Life Centre. Children use their imaginations well in role play, creative activities, playing with small world sets and with music. They behave appropriately. They are supported by the childminder who manages issues through calm and consistent messages to re-enforce her house rules and expectations. They benefit from encouragement and praise and close support to promote positive attitudes.

Children's welfare is safeguarded appropriately by the childminder. She ensures they are safe and secure in her care and supports them well in learning about keeping safe through fire evacuation drills, learning road safety, safe play and stranger danger. Children's health is promoted well through the provision of a clean and hygienic environment. They learn about good personal hygiene and healthy lifestyles through hand washing routines, helping themselves to their own drinks throughout the day and healthy eating habits. Their physical development is promoted through daily walks for fresh air and exercise as well as using physical play equipment in the garden at the 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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