

Inspection report for early years provision

Unique reference number	EY388569
Inspection date	05/06/2009
Inspector	Brenda Joan Flewitt
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 was registered in 2009. She lives with her husband in Lyme Regis, Dorset. The ground floor of the house is used for childminding which consists of a living room and kitchen. Sleeping and toilet facilities are provided on first floor. There is a fully enclosed area available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll in the early years age group. The childminder has experience in working in a day nursery and holds a level 4 National Vocational Qualification in Childcare and Education. She is in the process of registering to receive government funding for early education.

Overall effectiveness of the early years provision

Overall, the quality of the early years provision is good. Children are cared for in a safe, secure and welcoming family home environment where they are valued as individuals. The effective communication with parents ensures that information is shared to help the childminder meet all children's care needs and promote their development. Children are involved in a good range of play opportunities and experiences, both in the home and on outings, where they learn through meaningful everyday activities. The childminder is committed to developing her role through training and quality assurance, which contributes towards continuous improvement.

What steps need to be taken to improve provision further?

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

- make better use of the Early Years Foundations Stage (EYFS) Practice guidance when evaluating observations of children's activities, to plan more specifically for their progress
- review the organisation of resources to allow children to make spontaneous choices, with particular regard to books; and vary sensory experiences for younger children by providing a wider range of natural and everyday objects for them to investigate.

The leadership and management of the early years provision

The childminder implements clear policies and procedures to promote children's welfare and safety. She carries out risk assessments to ensure that children can move around freely and play safely, both in the home and on outings. Children's medication and accidents are managed well, and all required records are in place, completed clearly and stored confidentially. The childminder has a good understanding of safeguarding children, which includes recognising signs and

symptoms of abuse and the procedure to follow with concerns. She records existing injuries as routine, and updates her knowledge regularly through training. All this helps to protect children from harm.

The childminder promotes positive relationships with parents. She supplies clear information about the setting through written policies and displayed notices. There are daily opportunities for sharing information verbally, which is supported by a written record of younger children's food, sleep patterns and nappy changes. This proves particularly useful for parents who do not always collect their children themselves, in maintaining continuity in care. The childminder has established links with other settings that children attend to start working together to promote the children's development.

The childminder is developing self-evaluation systems to help identify areas for improvement. She has joined a local quality assurance scheme which involves frequent contact with an advisor and attending regular meetings to share good practice ideas. The childminder attends training to keep her knowledge up-to-date in various aspects of childcare and education.

The quality and standards of the early years provision

Children are happy, settled and secure in the care of their childminder. They are cared for in a friendly and caring environment where they are made to feel at home. They make good relationships with the childminder, her family and each other. For example, a four-year-old talks about visiting the family farm and garage, and what the childminder's husband would say in certain situations. From an early age, children develop confidence in making their needs known such as support with tasks or preferences about when and what they eat. Children behave very well. They are encouraged to display good manners, and tidy up toys when they have finished with them, learning about the safety reasons for this request. Children receive frequent praise for their effort and achievement which helps boost their self-esteem. Children are involved in a broad range of meaningful activities which help them learn and develop. For example, they learn about using written text for information, early science, calculation and skills in using tools during a bread-making task. The childminder's positive interaction with the children helps them develop language, solve problems and gain an understanding of the world around them. She joins in their play and promotes ongoing conversations where children are encouraged to ask questions and offer their views. Children have access to a suitable range of resources which are well organised, however, the storage arrangements do not always encourage children to make spontaneous choices. For instance, books are not always easily visible as they are in a box on a shelf unit. Younger children are included in activities where they explore materials such as dough, but do not often investigate natural and everyday objects to fully promote their sensory experiences.

The childminder has a good working knowledge of the EYFS. She is developing an assessment system which includes recording observations of children's play, how they learn and their development, linked to the six areas of learning. She plans for the next steps and evaluates the activities, however, these are not always clear.

The childminder knows each child well and adapts activities to encourage their interest. For example, a child's involvement in drawing and writing is inspired by providing a 'giant' pencil. Children's days include a good variety of outings where they meet other people, use an extended range of equipment and explore their local environment. Walks and trips to the beach or a farm encourage children's curiosity in animals and nature. Meeting up with other childminders and picnics with friends develop children's social skills and relationships. All this helps children develop a positive attitude to the world around them.

Children's healthy lifestyle is well promoted. They have daily opportunities for fresh air and exercise. Visits to the local play park allow them to practise large muscle skills as they use equipment such as swings, slides and climbing frames. Children start to make healthy choices in what they eat through discussion and the good example set by the childminder, which includes talking about the importance of 'five-a-day' fruit and vegetables. Children are made aware of aspects of their own safety such not putting objects in their mouths, using equipment safely and safe routines for crossing roads.

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?	2
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?	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

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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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