

Inspection report for early years provision

Unique reference number	100334
Inspection date	22/06/2009
Inspector	Heidi Abernethy
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 1989. She lives with her husband and three youngest children aged six, 12 and 15. They live in a dormer bungalow within walking distance of local amenities on the border of Christchurch, Ferndown and Bournemouth. The lounge and bedroom on the ground floor of the premises are used for childminding. There is a fully enclosed garden available for outside play. The family have a rabbit.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding five children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA) and a member of the Bournemouth Childminding Network. She attends the network support group and a toddler group with the children on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder knows the children well and obtains information from parents at the outset about their children's starting points, routines and preferences. This ensures a shared understanding of the children is achieved. The childminder has a good knowledge about the Early Years Foundation Stage (EYFS) which enables her to meet children's welfare, learning and development requirements effectively. The childminder has systems of self evaluation in place and recognises areas for future development.

What steps need to be taken to improve provision further?

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

- continue to establish a two-way flow of information with other early years providers to ensure a shared understanding is fully obtained about children's individual learning and development across all areas of learning
- enable parents opportunities to incorporate their own comments into their children's individual records to ensure consistency with children's individual learning and development is fully achieved.

The leadership and management of the early years provision

Children are very safe and secure within the childminder's home. They play within a fully enclosed garden and all safety measures are in place around the home. The childminder has extremely robust procedures such as transport log sheets to indicate how many children are travelling with her in the car on each particular

day. This ensures children are easily identified and accounted for in an emergency situation. The childminder has a very good knowledge about child protection procedures and a secure understanding about possible signs and symptoms of abuse or neglect.

The childminder has good systems of self evaluation and obtains parents' views both verbally and through written information. She has successfully addressed her past recommendation by attending relevant health and safety courses and updating her knowledge about the nutritional benefits of different food. This feeds into the continuous improvement of her setting.

The childminder has good relationships with parents. They state in written feedback 'the toys and activities vary from day to day which include visits to playgroups, the library, the beach, country parks, farms and much more. Even when the children occasionally stay home with the childminder they really enjoy baking, colouring and painting, making things such as bird feeders and seasonal items and a whole lot more'. The childminder shares a daily diary with parents and talks to them everyday about what their children have been doing. She has started to communicate with other early years providers about what things the children have been doing and overall plans and activities they are involved with. However, the childminder has not yet fully established these links to ensure a regular two-way flow of information is shared about the children's individual learning and progress across all areas of learning. The childminder has created individual observational records for the children showing what the children have been doing and their next steps. Parents are shown these records on a regular basis. However, they do not currently have opportunities to incorporate their own comments into these records and be fully involved with their children's learning.

The quality and standards of the early years provision

Children are happy within the setting and enjoy the freedom of free-flowing between the inside and outside areas. They have a wonderful time within the childminder's garden and thoroughly enjoy the healthy benefits of fresh air and exercise. The childminder talks to toddlers about exercise making their bodies strong. She states she extends this further for older children by talking to them about how our hearts need to be strong to pump blood around our bodies. This equips children with a very good understanding about the positive effects of exercise.

The childminder recognises children are at different ages and stages of development and adapts activities to meet their individual needs. She follows children's interests and extends learning incidentally as they play. For example, a toddler throws a ball into the water tray and the childminder introduces basic scientific skills as she talks to the toddler about how the ball floats on the surface.

The childminder introduces the basic concept of prepositions to young toddlers as she encourages them to jump 'in' and 'out' of hoops laying flat on the ground. Young toddlers develop choice making skills as they choose which book they would like the childminder to read to them. The childminder borrows books from the

library showing images of children and families from different cultures, with disabilities and portraying positive gender roles. Children have various costumes to dress up in and have opportunities to learn about other cultural festivals through arts and crafts.

Children behave well and the childminder gently reminds young children to share and take turns. The childminder has good systems in place to track any unwanted behaviour to ensure any triggers or reasons for behaviour are highlighted. She works effectively with parents and schools to ensure children's behaviour is managed in a consistent manner.

Children learn about road safety on walks to and from school as the childminder asks them when it is safe to cross. Young toddlers learn about the basic concept as they learn about the green and red man at the pedestrian crossing. Children are given the space to take safe risks within their environment such as climbing the steps of the climbing frame. The childminder remains close and is very vigilant to ensure children do not become harmed.

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?	1

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?	1
How well are children helped to be healthy?	1
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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