

## Inspection report for early years provision

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<b>Unique reference number</b>	EY368721
<b>Inspection date</b>	24/06/2009
<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 2008. She lives with her husband, who is also her assistant, in a residential area close to the town centre of Weymouth, Dorset. Minded children have use of all areas on the ground floor, including a dedicated playroom. Two bedrooms are available on the first floor to provide rest and sleep facilities. There is a rear garden for outside play.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, three of whom may be in the early years age group. The childminder is currently caring for one child who is in the early years age group.

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

Overall, the quality of the provision is outstanding. Children's individuality is valued and respected. Excellent working partnerships are established with parents and children's needs are met to a high standard. As a result, they are making excellent progress through the Early Years Foundation Stage (EYFS) and their welfare is safeguarded extremely well. The childminder is proactive in her own personal development as well as improving all aspects of her provision. This includes highly effective systems to monitor the quality of care she provides and to promote the Every Child Matters outcomes for children.

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

To further improve the high quality early years provision the registered person should consider:

- regularly updating the self-evaluation form to identify more areas for improvement to further raise standards of care and learning for children.

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

The childminder keeps very well-organised and comprehensive policies, procedures and records which she uses to maintain high standards of care for children. She uses her in-depth knowledge of child protection to ensure children's welfare is safeguarded at all times. Her assistant has attended first aid and child protection training to ensure he is also able to safeguard children's welfare. The childminder works with great efficiency to ensure children are closely supported and supervised. Excellent team work with her assistant ensures preparation work does not hinder children's activities and routines are met closely according to parents' wishes.

The childminder has rigorous systems to evaluate and improve the quality of her

provision. She has attended a wealth of training courses and workshops, as well as the Dorset Quality Improvement Scheme, to improve outcomes for children. She is also working towards Early Years Professional Status. The childminder has developed a highly effective self-evaluation system which has secured improvement to the quality of children's care and learning. She continues to be reflective in all aspects of her provision, but has not recently updated her self evaluation form to identify further aspects for improvement to promote on-going development in all areas.

Children benefit from the highly successful partnerships established with parents. The childminder provides extensive information for parents with a clear reflection of her provision. Parents are kept closely involved and informed for consistency and to allow them to contribute. For example, they are consulted in all development plans, contribute to the daily learning journey books, are sent seasonal newsletters and are invited to complete questionnaires. The childminder also links with other professionals involved in children's care for further consistency.

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

Children are provided with an excellent balance of both child-led and organised activities and a very good range of resources within an enabling environment. In addition, they benefit from the childminder's excellent knowledge and understanding of the EYFS and her skilful interaction. As a result, children are thriving in all areas of their learning and development. Children's interests are valued and supported very well to keep them curious, involved and having fun. The childminder has highly effective systems to monitor, assess and promote children's progress on an individual basis. She carries out detailed observations of children's stage of development on admission and uses this information to plan their next steps. She updates development plans each month in partnership with parents to ensure each child is developing to their full potential in all areas.

Children are very happy and settled. They are forming close relationships with the childminder and her assistant and demonstrate an excellent sense of well-being. They explore freely and communicate their needs and feelings with confidence. Their interest in sounds and music is supported very well through innovative activities, such as a sensory treasure baskets, exploring musical instruments and finding different objects to bang. Children learn to problem solve from a very young age through the simple challenges set for them, such as how to grasp toys just out of their reach. Children use their senses to explore and find out about things, such as what textured objects feel like, the sounds of instruments and chimes, and experience new flavours and textures of foods. Children's behaviour is managed very positively by the childminder, who acts as an excellent role model. She provides a calm and loving environment with close support, warm embraces and a gentle manner. She offers continuous encouragement and praise to raise their self-esteem and confidence.

Children's welfare is of paramount importance to the childminder. She maintains high standards of safety through carrying out thorough risk assessments for all

aspects of her provision and as a result, children move about freely and safely. Children's health is promoted very well through the high standards of health and hygiene maintained and nutritious meals and snacks. Daily activities and free-flow into the garden also promote their physical development and fitness very well.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

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

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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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