

Inspection report for early years provision

Unique reference number	EY381645
Inspection date	22/07/2009
Inspector	Mary Daniel
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 has been registered since July 2008. She lives with her husband and two children aged 18 months and four years on Blandford Camp, Dorset. Children have use of all areas of her house and there is an enclosed rear garden for outside play. The family have one dog. Ofsted have registered the childminder on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children aged under eight years. There are currently four children on roll. Overnight care for one child is included in the registration.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are valued and welcomed and their individual needs respected. Clear consideration is given to supporting them in making good progress through the Early Years Foundation Stage. Improvements are made to the childminder's practice as she reviews her provision through her daily practice, and ways of developing these evaluations are being considered to ensure all aspects of the provision are covered.

What steps need to be taken to improve provision further?

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

- further develop the risk assessment systems for outings to ensure these are effectively reviewed before embarking on each outing
- further develop the self-evaluation systems to fully support the monitoring and reviewing of all aspects of the provision and to promote aims for continual improvements

The leadership and management of the early years provision

Children's welfare is promoted well through the clearly detailed policies and procedures in place and which are shared with parents. Required parental permissions are obtained, such as for doing observations on children, using sun cream or taking them on outings. This supports their continuity in care and gives reassurance to parents in what is offered to their children. Positive relationships are formed with parents, which helps children feel secure and regular liaison and use of daily diaries promotes open and ongoing communication. This helps to keep parents well informed of their child's activities. Parents are provided with a wealth of information on the childminder's practice as their child starts, which encourages their involvement, although children's developmental starting points are not fully discussed. Children's care is enhanced as the childminder continually monitors what is provided for them, for instance, policies are regularly reviewed to meet the needs of the children and families with whom she works. This supports ongoing improvements, although evaluation systems used do not include all areas of the

childminding practice. Suitable safeguarding procedures are in place and relevant written information is kept to support the management of any concerns. This helps in keeping children safe. Children benefit from a well organised day, which is planned to provide quiet and active times and meet their individual routines, for example, so younger ones sleep when they need to and so enjoy the rest of their day.

The quality and standards of the early years provision

Children are eager to play and are happy and content in the home. They respond easily to the childminder's friendly approach and show as secure in her care. They happily explore the play environment and become absorbed in setting up a train track and sorting out the different trains, looking at their colours and learning how the carriages fit together with the magnetic parts. They are encouraged to share their toys and take part in group games, such as a colour and shape matching lotto game. They match the red circles or yellow triangles to their card and start to recognise the different colours and shapes, develop their language skills and learn about taking turns. Observation and planning systems are implemented and help the childminder to provide interesting activities based on children's interests. These systems are being developed further to clearly evaluate whether the identified aims and objectives of activities have been met through children's play, and so effectively support the planning of their next developmental steps. Children go on lots of outings, for example, they go for a walk in the woods and have great fun splashing in the puddles. They enjoy their trips to local parks where they benefit from being outside in the fresh air and use up their energy while having fun. They visit a soft play centre where they can run and jump freely and meet up with friends on childminder outings, or go to a farm to see the animals. This provides a variety of exciting experiences, which supports their overall development and helps them learn about different environments, while also providing opportunities for them to meet with their peers and develop their social skills.

Children are provided with a great range of healthy snacks and meals, which meet their dietary needs. For example, they enjoy tuna pasta bake, pork chops with vegetables, sausages with potatoes and beans or hummus dip with pitta bread and salad. Mealtimes are organised to promote children's social skills and they benefit from the nutritious meals, which they learn will help to keep them healthy and well. Children are encouraged to feel included within the home and to develop a sense of belonging, for instance they have their own coloured towel for washing their hands. They learn suitable hygiene routines and know they should wash their hands before eating and that this helps to get rid of germs. Suitable safety prevention is in place, such as cupboard locks, corner covers and window locks are fitted. Risk assessments are completed on the home environment and are reviewed according to children's ages and stages of development. This effectively helps to identify and eliminate possible hazards and provide safe play areas. Children learn about keeping themselves safe on their outings, where they talk about the dangers of cars and where it is safe to cross the road. Clear procedures are in place for outings, which include contingency plans for any emergency situation. Risk assessments have been formed for the different trips children have, such as to the park, a swimming trip or on a school run. This helps to promote

their well-being, although assessments are not clearly reviewed prior to children going out to fully assess and monitor each situation. Overall, children behave well and benefit from lots of praise and encouragement from the childminder. She recognises their particular likes and dislikes, which helps her distract children from unwanted behaviour to activities in which they become happily occupied. Children are supported well in learning about their world and further resources are obtained to extend their interest and knowledge. For instance, children look through a book about other countries and activities are planned so they try foods from this country and they talk about the photos they see of different environments. As a result, children develop an understanding of diversity within their play and learn to respect the needs of others.

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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