

## Inspection report for early years provision

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<b>Unique reference number</b>	160247
<b>Inspection date</b>	24/07/2009
<b>Inspector</b>	Deborah Page
<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 2001. She lives with her husband and their four children aged 19, 16, 13 and 11 years in Verwood, Dorset. The main areas used for childminding are the conservatory and the kitchen, with sleeping facilities in the main bedroom. Children do not currently have access to the outdoor area. The childminder does take the children on regular outings.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group when working alone and, six children in the early years age group when working with an assistant. She is currently childminding four children in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school. She takes children on outings to local attractions and attends the local toddler group with the youngest children.

The family have a border collie dog and one guinea pig. Children have occasional access to the animals under the supervision of the childminder.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are happy and settled and have a good relationship with the childminder. The childminder is sensitive to the individual care needs of children including having comforters close by when needed. She spends her time interacting with the children and has started making some basic observations as they play. Regular communication with parents contributes towards ensuring children's welfare is suitably supported. The systems the childminder has in place to monitor and evaluate the provision are less effective as not all areas for improvement have been recognised.

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

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

- develop a system to evaluate the effectiveness of the provision, to ensure strengths and areas for improvement are identified and acted upon to continually improve outcomes for children
- continue to develop risk assessment systems to cover all potential hazards to minimise risk to children including outings
- extend the systems of observation and assessment to help plan challenging opportunities for all children to support their progress and development in each of the six areas of learning
- ensure systems to liaise with other settings children attend are effective to maximise children's learning

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

- keep children safe by making sure appropriate fire detection equipment is in place including smoke alarms (Suitable premises, environment and equipment)

31/07/2009

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

The childminder manages daily routines effectively to ensure that children's individual needs and any preferences of parents are respected. Most required documents are in place. The childminder has recently moved house and has given consideration to children's safety. Although risk assessment systems are in place they have not been fully effective in minimising risk to children as, some safety issues have not been identified. For example, fire detector equipment is not in place and this is a legal requirement. The childminder is confident with her responsibilities to protect children and follow necessary procedures to ensure children are safeguarded.

The childminder has made some changes since the last inspection and is pro-active in attending training to support her ongoing development. She now has an early years qualification and has recently attended safeguarding children training. However, she has not yet developed an effective system of evaluating her own practice to highlight areas for improvement.

The childminder develops working relationships with parents and respects their wishes. There is a regular exchange of information and some parents receive daily diaries of activities. The childminder has developed written statements to ensure parents are fully aware of the procedures that are followed in areas such as safeguarding children and making complaints. Parents are happy with the care provided by the childminder. The childminder has not yet linked with other providers to share information to support children's learning and development.

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

Children relate well with the childminder and show their affection for her with cuddles. Children's learning and development is adequately supported as the childminder gains confidence in the Early Years Foundation Stage learning and development requirements. Children are offered a variety of play opportunities including their favourite sticking activities. The childminder is making sure all areas of learning are covered when planning for individual children. She has introduced basic systems to observe children and identify the next steps in their learning. However, the monitoring of children's progress is at times less effective as activities do not always meet the individual learning needs of children as they are not sufficiently challenged. For example, pictures are cut out for more able children and younger children are not fully included in gluing activities.

Children enjoy the activities provided by the childminder. Younger children play

with dolls and the childminder is close by introducing new words. Other children enjoy a favourite story, such as the three little pigs, and join in with familiar verse. The childminder asks questions and they discuss different feelings, such as cross and scared. Younger children are welcomed as they climb onto the sofa to join the group. Young children are fascinated with the sudden downpour of rain and as they stare out of the door the childminder interacts with them. Children point and use words such as rain and wet. Children are generally well behaved as younger children learn right from wrong. However, at times explanations are not given to support children's learning. For example, when asked not to climb on a chair. Older children are patient and gentle with younger children, including when they try to brush their hair. Children have regular opportunities for outings and visits to local parent and toddler groups.

Children's health and safety are adequately promoted. Children are asked if they have washed their hands, however, there is no discussion about why they wash their hands and the soap is out of reach. Children enjoy their snacks provided by parents, which includes fresh fruit. The children have some opportunities to learn about staying safe, such as practising the emergency evacuation plan and talking about road safety.

## 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?	3
How well are children helped to be healthy?	3
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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