

## Inspection report for early years provision

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<b>Unique reference number</b>	EY221719
<b>Inspection date</b>	15/09/2009
<b>Inspector</b>	Bridget Copson

<b>Type of setting</b>	Childminder
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2002. She lives with her husband and three children aged 12, nine and five years in Blandford, Dorset. The whole of the ground floor is used for childminding, which includes a lounge, kitchen-dining room and toilet facilities. There is an enclosed section of the rear garden available for outside play. The childminder delivers and collects children from the local schools.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children may attend at any one time, three of whom may be in the early years age group. There are currently five children on roll, four of whom are in the early years age group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children are included equally and fairly in all aspects of the childminder's provision. Their individual care and learning needs are met appropriately and partnership with their parents ensures consistency of care. Children's learning is planned and monitored suitably to ensure their individual interests are supported and activities are provided to promote all areas of learning. As a result, children are making appropriate progress through the Early Years Foundation Stage (EYFS) and are developing a positive sense of belonging. The childminder has made some improvements to the quality of her provision since her last inspection. She is also developing a system to identify ongoing improvements to further promote outcomes for children.

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

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

- ensure the risk assessments include all aspects of the outdoor provision
- improve use of the observational assessment system to ensure learning priorities are identified regularly to encourage each child to develop to their full potential in all areas of their learning
- involve parents and other carers further in children's learning through obtaining starting points on admission and exchanging information regarding their ongoing development.

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

Children's welfare is safeguarded appropriately by the childminder who has systems in place to assure their safety and well-being. Policies, procedures and records are maintained and kept up to date to secure the safe and efficient

management of her provision and to meet children's needs. Risk assessment, fire practices and checklists maintain suitable standards of health and safety both within the house and on all outings. However, the risk assessment does not include all areas of the outdoor play environment to ensure children are not at risk when playing in these areas. The childminder has a secure understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children.

The childminder has started to complete a self-evaluation form to monitor and evaluate the quality of her provision and promote continuous improvement to children's care and learning. She has developed a sufficient understanding of the EYFS and has links with the local authority to further develop her practice.

The childminder has established suitable partnerships with parents. She provides them with policies and procedures for some aspects of her provision to support them in making an informed choice. Parents provide the childminder with information regarding their child's needs and routines and consent agreements are signed for some aspects of care. No information, however, is sought regarding children's starting points on admission to support the childminder in forming early assessments. Parents are kept informed through daily communication and displays within the house. In addition, a home link book is used to record any significant well-being or welfare issues. Some verbal links have been formed with other providers who also care for children to ensure consistency of their care. However, this does not ensure parents and other carers are involved in promoting children's learning consistently to further promote their development.

## **The quality and standards of the early years provision and outcomes for children**

Children are making suitable progress in all areas of their learning. They benefit from an enabling environment in which they explore and move about freely to promote their independent play. Their interests are supported effectively by the childminder who knows them well. She uses this knowledge to plan and provide activities to support each child's interests. The childminder interacts with enthusiasm and energy to keep children interested and involved. She completes some observations of their achievements as they progress and has started to plan some next steps of learning. However, this system is not sufficiently well-established to ensure regular learning priorities are identified to encourage children to fulfil their potential in all areas of their learning.

Children arrive happy and chatty, settling in quickly to play. They behave well and are developing positive attitudes. For example, they play harmoniously with each other and listen well to the childminder's instructions. Children communicate with confidence and are learning new words to extend their vocabulary. They talk confidently about their day on arrival and about what they are doing in their play. More developed children are learning to recognise and write key letters of the alphabet.

Children are developing an understanding of numbers and can recognise numerals

around them, such as on the clock and scales when weighing cake ingredients. However, they have less opportunities to problem solve. Children are developing an understanding of their local environment in which they visit several local places of interest and meet members of the community. They also learn about the natural world through observing nature on walks and planting activities in the garden. Some resources are available to support children in learning about diversity and other cultures. Children use their imaginations appropriately in creative activities, such as drawing and colouring and playing with small world sets.

Children feel safe and secure within the childminder's care. They demonstrate this sense of well-being through their positive attitudes, independence skills and enjoyment. They learn about keeping safe through discussing road safety on walks, practising the fire evacuation procedure and using kitchen equipment safely. Children are developing generally positive attitudes to healthy lifestyles. They have regular opportunities to play outside, walk and to use equipment in different indoor and outdoor play environments locally to develop their fitness and physical development. Children enjoy some nutritious options in their lunch boxes and are encouraged to have regular access to drinks. They are learning the importance of good personal hygiene and follow regular hand washing routines to prevent the spread of germs.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met