

Inspection report for early years provision

Unique reference number	139386
Inspection date	13/10/2009
Inspector	Susan June Stone
Type of setting	Childminder

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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 has been registered since September 1995. She lives in a three-bedroom semi-detached house in Sherborne. She lives here with her husband and two sons who are both aged over eight years. The family have a pet rabbit, hamster and tropical fish.

The downstairs is used as the main accommodation for childminding purposes. This comprises of a lounge, dining room, playroom, kitchen and cloakroom. Children have access to an upstairs bedroom for sleeping arrangements as required. The back garden is included in the registration and is mainly grass, with a patio and raised decking area.

The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children at any one time, of whom three may be in the early years age range. At present she is caring for three children part time, all of whom are in the early years age range.

The childminder is Nursery Nurse Examination Board (NNEB) qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure family home, where they are valued and respected and benefit from care that is tailored to meet their individual needs, promoting inclusion well. Children make good progress in their learning and development as they enjoy their time with the childminder; and are eager to be actively engaged in the interesting activities and experiences that are offered. The outstanding partnership with parents is a key strength of the setting and contributes significantly to enabling parents to be actively involved in their children's learning and development. The childminder demonstrates a positive commitment to providing high quality childcare; she is reflective in her practice, and has a commitment to ongoing training, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- keep a permanent record of risk assessments, including when they are carried out and any action to take to reduce hazards (Documentation).

28/10/2009

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

- continue to develop the systems for monitoring children's progress and achievements; use information gained from children's observations and assessments to identify learning priorities linked to the expectations of the learning goals, to help plan for, and promote children's individual progress and development

The effectiveness of leadership and management of the early years provision

The childminder is confident in supporting children to ensure their needs and requirements are fully met. She is flexible in her approach and ensures an inclusive setting. The childminder organises her home very well so that children can move around freely, selecting from suitable toys and equipment independently. She makes very good use of outside resources, such as toy and book libraries, local play parks and groups, to continually vary her provision and maintain children's interest. This includes using the toy library to supplement resources, such as those that show positive images of diversity, which help to promote the children's positive attitude to today's diverse society. Children are supervised well whilst being given the opportunity to play freely, explore and investigate. The childminder has a good understanding of how to safeguard children, she is aware of the support systems available to her, and the procedures to follow with any concerns. She carries out regular risk assessments and organises her home and outings well so that children play in a very safe environment. Daily risk assessments are completed, however the childminder uses a wipe-on/off laminated sheet, which means a permanent record is not kept. Maintaining a record of risk assessment is a requirement of regulation.

The partnerships the childminder has established with parents are outstanding. She actively promotes equality of opportunity and works closely with parents, carers and other agencies to support and meet children's individual needs to a high standard. Parents are provided with useful information about the setting, and the childminder's open and friendly approach ensures a consistent and continual two way sharing of information. Daily diaries are used to help keep parents informed of their children's day and parents are encouraged to use these to also share what the children do at home. Parents are delighted with the service they receive; in letters to the childminder they comment that they are 'delighted with her work', and the 'variety of educational activities'. Effective links with other professionals and settings that deliver the Early Years Foundation Stage (EYFS) provides continuity in the children's care, learning and development.

The childminder shows a dedication and commitment to her role as a childminder, and has successfully addressed the areas for improvement from her last inspection. She is taking positive steps to evaluate her provision to meet the requirements of EYFS and improvements are making a positive impact on the overall quality of the early years provision and the outcomes for children.

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

Children are welcomed into the childminder's home and valued as individuals. The childminder is caring and sensitive towards their needs, helping to ensure they are happy and settled, and secure in their surroundings. Children are very well behaved and know what is expected of them from them through the familiar routines and consistent expectations. They receive much praise and encouragement from the childminder for their efforts and achievements, which helps boost their confidence and self-esteem. They display good manners and saying please and thank-you without being prompted. Children receive good support from the childminder and their health is promoted effectively through the clean and well-maintained environment provided. They are learning good routines for a healthy lifestyle, and are learning to appreciate the importance of exercise as they take part in their daily 'wake and shake' activity, stretching and moving to the music. They have regular opportunities to benefit from the fresh air either playing in the garden or going for walks in the local community. On these walks children learn different aspects of taking responsibility for their own safety, such as an awareness of traffic and safe routines for crossing roads.

The childminder demonstrates a good understanding of children's developing needs and provides the children in her care with a broad and interesting range of activities linked to topics and themes. She has a good knowledge of the six areas of learning and uses this effectively to help her promote positive learning outcomes for all children, which helps them to make good progress. She uses learning journals to help monitor and record children's progress and achievements. She is recording some purposeful observations, but she is not yet linking these to the development stages of the EYFS. She uses the learning journals to help identify general activities for the all children linked to the areas of learning, but she does not identify individual learning priorities for each child within the expectations set out in the framework.

The childminder is suitably involved with the children as they play, she manages activities well to ensure all children can participate at their own level and gain from the experience. She divides her time between the children, ensuring they all enjoy what they are doing. She offers a range of puzzles that are suitable for the children's abilities, such as inset wooden puzzles for the younger children and more complex puzzles with interlocking pieces for the older children. The childminder encourages the older children to turn all the pieces over to the picture side and see if they can find any they think might match. The childminder asks the younger children if they can find different animals and asks if they know the different sounds they make, they laugh together when the children 'moo like a cow' and 'oink like a pig'. All the children work together to make the floor puzzle where they talk about the different colours, shapes and count the numbers on the train. Through talking to the children as they play, the childminder is broadening their understanding and is encouraging language and communication through discussion. The children are developing an understanding of their local community and the wider world, as their days with the childminder may include a variety of outings outside the home such as to the childminder get together group, where

they develop their social skills. Children learn to value differences and similarities through these and other everyday activities, and have access to a range of resources that reflect differing aspects of diversity, which help them to recognise, value and respect similarities and differences between themselves and others. They show respect for each other during their play, such as making the floor puzzle, waiting to be able to fit their pieces and they freely share the resources and ask if the others would like to use different cutter shapes when using the play dough. They manipulate the dough and roll it flat so they can cut their chosen shape. Children play together well and show they are confident and relaxed in the presence of the childminder. They laugh and smile together when they play in the sit on fire engine, pretending to be in a rush to put out the fire, making the noises of the siren. They are fascinated when they hear the hamster rustling in his cage and watch quietly as he wakes and comes out of his bed. They take it in turns to put some food in the cage and watch as the hamster scurries through the tubes and tunnels into the different areas of his home, guessing which tube he will go through next. Children have good relationships with each other and have developed good relationships with the childminder. They enjoy the closeness as they look at books together, sitting either side of the childminder on the sofa, looking at and discussing the pictures. It is evident that close and caring relationships have been formed and the children are relaxed and settled in the childminder's care and therefore they make good progress in their learning and development.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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