

Inspection report for early years provision

Unique reference number	100408
Inspection date	24/08/2009
Inspector	Dinah Round

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.

Description of the childminding

The childminder registered to care for children in 1990. She lives with her husband and daughter aged 22 years in a house in Westbourne, Bournemouth in Dorset. Children have use of two lounges, dining room, and conservatory with sleep provision provided on the first floor. Toilet facilities are accessible on the ground floor. Children have access to a secure rear garden for outdoor play activities, with a large summerhouse which children can use for physical play. The family have two cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time. She works with an assistant on some days of the week and is also registered to provide overnight care for two children aged one to eight years. She currently cares for 18 children, of these, eight are in the early years age group. The childminder is a member of the National Childminding Association (NCMA).

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are very happy, settled and relaxed within the welcoming family home. Children are making extremely good progress in their learning and development due to the high level of support provided by the childminder. She knows each child well and takes positive steps to ensure that their individual needs are met and they can all take part in the stimulating range of activities. Children's welfare is promoted well and they benefit from the effective partnerships established with parents. The childminder has a positive attitude to the ongoing development of her provision

What steps need to be taken to improve provision further?

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

- develop further systems for evaluating and identifying strengths and priorities for development that will improve the quality of the provision for all children
- review documentation to ensure all records are clearly detailed and recorded

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

- maintain a record of risk assessment which includes outings, to ensure all risks to children are identified and minimised (Safeguarding and Promoting Children's Welfare)

07/09/2009

The leadership and management of the early years provision

The childminder is well organised with documentation in place to support children's health and welfare. Although, some records are not always clearly detailed which means information relating to children's care is not necessary clear. Policies and procedures are shared with parents to keep them effectively informed about her childminding practices. Premises are well maintained with regular checks to ensure that children can move around freely and safely in their play. Children enjoy daily outings, however, full risk assessments have not been carried out to make sure that all risks on outings are fully identified and minimised, which is a breach of regulation. The childminder has attended child protection training and has a secure understanding of the possible signs and symptoms of child abuse and procedures to follow in the event of a concern about a child. This supports her in ensuring that children are safeguarded.

The premises are extremely well organised to allow separate areas for children to enjoy art and crafts, quiet and active play activities. Daily routines are flexible to follow children's interests, providing good opportunities for children to play and learn both indoors and outdoors and through the many outings. Children's independence is successfully promoted as they select their activities from the extensive range of resources. The childminder has a positive attitude towards further development of her practice, attending courses to update herself of changes, such as putting 'principles into practice' for the Early Years Foundation Stage (EYFS). Systems to fully evaluate the quality of the provision for children are not yet fully established to effectively identify further improvements for children.

The childminder develops good relationships with parents to support her in meeting children's individual needs. Information is regularly exchanged, both written and verbal, which enables the childminder to ensure that children's needs are effectively followed. Parents are provided with clear information about the childminder's role and about how she uses the EYFS to support their children's care and learning needs. They are actively encouraged to contribute comments and suggestions in their child's folders used by the childminder to record observations and photographs of the children as they play. This helps them all work together to support children's learning and development. Some links have been developed with other early years settings children attend, which helps promote continuity of care and learning.

The quality and standards of the early years provision

Children are making very good progress in all areas of their learning and development due to the extensive range of fun, interesting and challenging activities that engage their interest. The childminder actively involves herself in children's play, listens carefully to their ideas and provides thoughtful support and encouragement in order that children achieve. Children's progress is effectively monitored through ongoing observational assessment. The childminder knows children well, she uses these records and her knowledge of children's interests to plan for future activities to help children move on to the next steps in their

learning. Children have good opportunities to learn about the needs of others within their local community and the wider world through planned topics and ongoing discussion. For example, they have visited an elderly neighbour to sing songs and have taken part in a 'World Vision' project to sponsor children from other countries by giving up their presents to raise money. Children enjoy play experiences outside the home all year round, through daily outings to places, such as Compton Acres, Westbourne park and the local beach.

Children feel valued and have high levels of confidence and self-esteem due to the inclusive provision provided by the childminder. Activities and play experiences are successfully organised so that children of differing ages are all included. Children receive lots of encouragement throughout the day and their individual achievements are highly praised. For example, children proudly hold up their magnetic boards showing patterns created with shapes and the childminder takes a photograph for their learning journals. Children chat enthusiastically as they create their pictures and make different airplanes, the childminder skilfully introduces sounds and letters as she encourages them to write their names on their artwork. Children are developing a good understanding of number and problem solving through planned and spontaneous activities. Children take part in growing flowers and vegetables, they water and care for them as they watch them grow, and taste the vegetables when they make their own leek soup. This fosters their understanding of nature and develops their awareness of where food comes from.

Children are happy and well behaved. The childminder uses positive strategies to manage children's behaviour which are appropriate to each child's age and level of understanding. Through the childminder's positive role model children learn to share, take turns and develop an understanding of other's needs. Children are encouraged to develop a positive attitude towards their own health. They all follow good hand hygiene routines and are encouraged to make healthy choices at snack and meal times. Children learn about keeping themselves safe as they are taught road safety when on outings and take part in regular emergency evacuation practices.

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?	1
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?	1
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?	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

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