

Inspection report for early years provision

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Inspection date	09/11/2009
Inspector	Brenda Joan Flewitt
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*.

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Description of the childminding

The childminder was registered in 1989. She lives with her husband in the village of Sandford Orcas, near Sherborne, Dorset. The childminder's husband works with her as her assistant. The whole of the ground floor is used for childminding, which includes a dedicated play room, lounge and kitchen, with toilet and rest facilities provided on the first floor. There is an enclosed garden area available for outdoor play. The family have two ponies and a tortoise, to which the children have supervised access.

The childminder is registered on the Early Years Register, and may care for up to four children at any one time. There are currently seven children on roll. The childminder also cares for her grandchild on a regular basis. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe and secure family home, where they are involved in a range of activities, both inside and out, that help them learn through play. Through continuous communication with parents, and the support she provides for children's activities, the childminder knows each child well. Working with an assistant to support her with practical tasks and extra supervision of the children, enables the childminder to generally meet individual needs effectively. The childminder has, in general, made good improvement since the last inspection and started to evaluate her practice to identify areas for further development.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment system further to include clear planning for children's next steps in their learning
- ensure, when modelling how to write children's names, that children are learning correct formation of letters and provide meaningful activities for children to experiment with writing
- ensure that positive behaviour management is consistent between adults, to ensure children understand requests and are supported appropriately at all times.

The effectiveness of leadership and management of the early years provision

The childminder implements policies and procedures to promote children's welfare and safety. She completes risk assessments of the premises to ensure that children play and learn in a safe environment. The childminder has a good understanding of

safeguarding children, which includes recognising signs and symptoms of abuse and the procedures to follow if there are concerns. She records existing injuries as routine and keeps her knowledge up-to-date with training. All required records are in place and completed clearly. The childminder's home, and the daily routine, is well organised to meet children's needs. Children spend time in a well resourced play room where they have access to a good range of toys and equipment. Children start to develop an open attitude to people's differences through discussion and as they access resources that reflect positive images of diversity. The outside area is well used to promote children's physical development and encourage their curiosity in the natural world.

The childminder establishes positive relationships with parents. She supplies generally good information about the provision, which includes some written policies and agreements. There are daily opportunities for sharing information to meet individual needs and parents have regular access to the written records of children's time with the childminder. The childminder has made contact with other settings that children attend and plans to develop systems for sharing information towards children's ongoing development.

The childminder has made generally good improvement since the last inspection. All the actions have been addressed which has improved aspects of children's safety and development. The recommendations with regard to self-evaluation and developing partnerships with other settings are still being developed. The childminder has started to complete a self-evaluation document and welcomes input from childcare advisors to help her continue to improve her practice.

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

Children are happy, settled and secure in the care of the childminder and her assistant. She provides a welcoming environment which promotes many traditional family values, such as sitting together at a table for a freshly cooked hot lunch. Children develop good relationships with the childminder, her family and each other. Older children are seen to be mindful of the younger ones, and like to be involved in their play such as looking at books together. Children behave well. They know what is expected through familiar routines. They learn to share toys, take turns and pack away equipment when they have finished with it. Children generally receive praise and encouragement for effort and achievement, which helps boost self-esteem. However, there are occasions when the positive behaviour management is not consistent between the adults who support the children.

The childminder is developing her knowledge of how to promote the Early Years Foundation Stage (EYFS) learning and development requirements by using the EYFS guidance. She has started to record children's activities and achievements in individual diaries which include dated, annotated photos. However, the system does not clearly identify planning for the next steps in the children's learning. Overall, children are involved in a good range of activities which help them develop in all areas of learning. The childminder interacts positively with the children,

talking with them as they play, which helps them develop vocabulary and an understanding of the world around them. Children solve problems and learn about number and shape through activities such as games, puzzles and shaping play dough. Most children use language well to communicate their needs and describe activities and events. Children have various opportunities to practise skills for writing through drawing, painting, and activities that promote their fine motor skills. However, they do not regularly experiment with writing in meaningful situations or role play. Some children are starting to recognise initial sounds and like to trace over the letters of their name, but these tend to be only capital letters. Children are developing a good knowledge and understanding of the natural world as they investigate natural objects such as shells, cones, feathers and coal. During outside play they notice changes in the weather and seasons.

Children enjoy a healthy lifestyle. They learn good procedures for their own personal hygiene, and have regular opportunities for outside play in the well resourced garden. Children learn large muscle skills as they climb, slide bounce and swing. There are several wheeled vehicles available for them to develop coordination as they stop, start, and avoid obstacles. Children make choices in what they eat from a balance of healthy options including fresh vegetables and fruit. Children learn about aspects of their own safety as they understand how to use equipment safely, adhere to agreed boundaries and behave in a way that keeps everyone safe. They get to know what is expected if they must leave the building in an emergency through practising the escape plan.

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	3

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	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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	3

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