

## Inspection report for early years provision

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<b>Unique reference number</b>	141044
<b>Inspection date</b>	27/10/2009
<b>Inspector</b>	Carol Johnstone
<b>Type of setting</b>	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.

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## **Description of the childminding**

The childminder was registered in 1994. She lives with her three children aged 20, 17 and three years in a residential area of Blandford Forum, Dorset. The whole of the ground floor of the house is used for childminding purposes, except for the study. A first floor bedroom is available for sleeping. There is an enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of five children under eight years. She is currently caring for two children under eight, one of whom is in the early years age group. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The family keep guinea pigs and two dogs whom children can have supervised access to.

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

Overall the quality of the provision is good.

Children are very settled and relaxed with the childminder and she gets to know them well in order to meet their individual needs. Since the last inspection, the childminder has worked extremely hard to gain knowledge and understanding of the Early Years Foundation Stage (EYFS) and has attended several training courses on the subject. She is now able to make meaningful observations and assessments related to the six areas of learning in order to help children learn and develop. The childminder demonstrates a genuine commitment to the continuous improvement and development of her practice.

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

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

- continue to develop the planning of activities in order to specifically facilitate children's next steps in learning
- continue to develop an ongoing process of self-evaluation to cover all areas of practice

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

The childminder is very well-organised with her documentation and now has all the relevant updated policies and procedures in place which give a clear outline of her practice. All the necessary documentation to support children's welfare is in place and correctly completed. The childminder has recently updated her training in safeguarding children and has a clear understanding of the types and signs of child abuse, how to record concerns and who to contact to quickly obtain external support for a child at risk.

The childminder now completes thorough risk assessments of her home and outings in order to identify any potential hazards. There is a clear record of when these are reviewed and updated. Areas of the home used for childminding have recently been reorganised and the resources are much more accessible to the children, who can now immediately see what is available in clear, labelled boxes. The play room has also been reorganised in order to give more clear floor space for children to spread out their puzzles and games on.

The childminder has just started to develop a self-evaluation process in order to help her identify areas she wishes to develop in the future. She has shown real commitment in effectively and thoroughly addressing all the actions and recommendations made at the last inspection and has now brought her childminding practice up to date in line with current requirements.

The childminder promotes equality and diversity by discussing topics with the children and helping them learn about different countries and cultures. She has a range of multicultural resources that reflect diversity and disability and these are used, along with dressing up clothes and cultural food, to increase children's awareness of the wider world.

There are strong partnerships with parents and they are actively involved in their children's learning. The childminder now obtains starting points from parents in order to complete baseline assessments and parents are invited to look at children's assessment records at any time. The childminder has introduced a daily communication book for parents and there is also a regular questionnaire which invites their feedback and suggestions, which the childminder then utilises. The childminder is aware that there is a requirement to share learning information with other providers who may also care for the children. However, this has not yet been relevant for the children currently being cared for.

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

Children are very happy in the childminder's care and there is lots of positive and warm interaction between them. Children are clearly very at home and comfortable in the cosy and homely environment. Children enjoy involving the childminder in their play and she supports the activities effectively, asking questions, giving ideas, pointing out words and numbers and helping the children learn. Children are offered a range of activities both indoors and outside. Currently, they are learning about autumn and are collecting leaves and twigs to make collages. Children enjoy plenty of role-play and particularly enjoy playing 'teachers' with the childminder, telling her what the words are on the alphabet poster in the play room. Children have access to a wide variety of art and craft materials which they can self-select and use as they wish. There are plenty of opportunities for children to increase their social skills, with regular visits to local groups where they meet new children and make new friends.

The childminder is now able to identify areas where children need additional support and she records this in detailed observations which she then assesses to

see where children are in their learning. She then plans how she will arrange activities to facilitate their progress, although linking the next steps to the weekly planning is still in the very early stages of development. Children now have more focused support during the activities, which is based on their levels of understanding and their abilities. This is helping them to make good progress through the six areas of learning within the EYFS.

Children are learning about healthy eating. They are given a variety of fruit at snack time and the childminder makes sure that parents send healthy choices in for children's packed lunches. The childminder is currently planning discussion topics around a new healthy eating poster which she has obtained. Children understand that they need to wash their hands after outdoor play, using the toilet and before snack time and they each have a different coloured towel which minimises the risk of cross infection. Children get plenty of fresh air and exercise each day from walks in the local area, trips to the park and visits to the play gym. There is also a trampoline and a range of bikes and balls in the garden.

Children learn about their personal safety through the childminder having clear house rules, such as not allowing children to climb on the furniture. There are discussions about road safety when the children are out walking and a regular fire drill practice every month.

Children are encouraged to use good manners and to be responsible individuals. The childminder is very warm and caring towards the children. She is a very positive role model and speaks gently and politely to the children. Consequently, the children behave very well and play very cooperatively with each other. The childminder regularly praises the children, which helps to build their self-esteem and confidence.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2

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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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