

Inspection report for early years provision

Unique reference number	EY340713
Inspection date	17/11/2009
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.

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 registered to care for children in 2006. She lives with her husband and two children aged four and eight years in West Moors, near Ferndown, Dorset. The whole of the childminder's home is used for childminding, this includes the lounge, playroom, kitchen, four bedrooms and toilet facilities. There is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years at any one time. Of these, two may be in the early years age group. She is currently minding five children, of which four are in the early years age group. She is also registered to care for two children overnight. The childminder works with an assistant on occasions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the welcoming environment provided by the childminder. She knows each child well and takes positive steps to ensure their individual needs are met and that all can take part in the interesting play experiences provided. Regular communication with parents contributes towards ensuring children's welfare is well supported. The childminder has systems in place to monitor and evaluate the provision which helps her identify areas for 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 record of all risk assessment including specific outings, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) 07/01/2010

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

- review the records of attendance to ensure all details are accurately recorded
- continue to develop observation, assessment and planning systems in order to help children reach their full potential, share these with parents to actively involve them in their child's learning, and provide greater opportunities for children to develop their creativity.

The effectiveness of leadership and management of the early years provision

The provision is well organised with most documentation well maintained which helps support children's safety and welfare. Clear accident and medication records are in place, but information recorded on the attendance register is not always accurate. The childminder has drawn-up policies and procedures, to inform parents of her practice, which she follows to promote children's development. Risk assessments are completed on areas children use to ensure that children can move around safely, although risk assessments for outings are not clearly recorded, which is a requirement. The childminder is confident of her responsibilities to protect children. She has a good understanding of how to recognise signs and symptoms of abuse and is clear of procedures to follow, all this helps to ensure children are safeguarded.

Children are provided with a welcoming environment which includes a separate play room where they can choose to relax or be active, with a good range of easily accessible resources. The childminder has a clear understanding of each child's individual needs and balances her attention well so all children feel included. For example, when looking at the 'Santa's Suitcase' book she ensures all children can cuddle up and see the pictures. The childminder has a positive attitude towards further development and has recently started an Early Years Foundation Degree. She has completed a self-evaluation document which has helped her identify areas for development to help improve outcomes for children.

The partnerships developed between the childminder and parents helps children to feel settled and secure during the time in the childminder's care. Information about children's care and well-being is successfully shared with parents on a daily basis. This is through informal discussions at the beginning and end of the day, and use of daily contact sheets detailing food eaten, sleep times and activities they have been involved in. Systems to share children's observation records with parents to actively involve them in their child's learning have not yet been fully established. The childminder links with other early years providers that children attend to share information to support children's learning and development.

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

Children are settled and content, they have good relationships with the childminder and her family. The childminder interacts well with the children and provides good levels of support and encouragement which enables children to make progress in all areas of their learning and development. She uses her clear knowledge of the Early Years Foundation Stage framework to carry out observational assessments to help her monitor children's progress and development. Although it includes some reflection on the children's next steps, the systems are still evolving and planning of activities to help children reach their full potential are not yet effectively established. Children co-operate well and have positive relationships with each other, and are supported in learning to share and take turns.

Children's independence is fostered well, resources are easily accessible and children confidently make choices in their play, such as choosing a book from the low bookcase to share with the childminder. Children are gaining an understanding of linking sounds and letters and have good opportunities to explore mark making activities. For example, their emergent writing is successfully developed as they sign their Christmas cards, write letters to Santa, and younger children make marks on the aqua-mat. Children are introduced to number and counting in their play activities, such as counting how many insects they find on their 'mini beast' hunt. During the summer months, children help to plant vegetables, and learn how to care for them to make them grow. The older children make 'summer books' with collections of their drawings, leaflets from trips out and notes about their experiences. Children have access to a wide variety of art and craft materials, such as painting, playdough and cooking activities, although, some planned activities are adult-led and do not allow children to fully develop their own ideas and creativity.

Children's health and safety is generally promoted well. They learn about keeping themselves safe in their play through ongoing discussion with the childminder and being taught road safety when on outings. Children are helped to understand the importance of following a healthy lifestyle, through daily routines, and discussions about visits to the dentist and cleaning teeth. Children's physical development is well promoted through access to a broad range of outdoor play equipment and walks in the forest.

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	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	2
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

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	3
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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