

Inspection report for early years provision

Unique reference number 100419
Inspection date 14/12/2009
Inspector Janet Armstrong

Type of setting Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 1995. She lives with her husband, 15-year-old son and two-year-old foster daughter in a four bedroomed detached house in Bournemouth, Dorset. The ground floor is used as the main accommodation for childminding purposes. This comprises of a living room, play room, kitchen/dining room and cloakroom. Rest facilities are available on the first floor. There is a fully enclosed garden available for outside play. The family have two pet cats.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children, three of whom may be in the early years age group. There are currently six children on roll, four of whom are in the early years age range and some attend on a part time basis. The childminder employs her husband as an assistant, and offers overnight care as required. The childminder also cares for children over eight years of age. The childminder is a member of the National Childminding Association and local childminding network group. She holds the Introduction to Childminding Practice certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and very confident. Their individual needs are met well due to the positive experiences provided for them by the childminder, who has a secure knowledge of their care and learning needs which enables the children to make good progress in the Early Years Foundation Stage (EYFS). The childminder makes good use of her home which means children are able to move about freely and safely and make independent choices in their play. The childminder works very closely with parents to ensure that specific needs are catered for. The childminder is committed to providing good quality care and attends regular training to update her skills and knowledge and make improvements to her practices that benefit the children.

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 assessment systems so that they focus on key steps in the children's learning. Share these more frequently with parents so that they are able to contribute and make comments regarding their child's learning

The effectiveness of leadership and management of the early years provision

Children's safety is promoted well. A safe environment is provided that is free from hazards that allows children to explore independently under good levels of supervision. Effective risk assessments, particularly for outings, means that children benefit from any trips and visits to local places of interest. The childminder has a secure knowledge of child protection issues. She is clear on the correct procedures to follow should she have a concern about a child in her care. This helps to safeguard children's welfare.

The childminder has organised her home effectively to benefit the children. All areas downstairs are safe for them to access independently which means that young children show high levels of self-confidence as they move about these areas. They are starting to recognise and take care of some of their own personal needs, such as using the toilet and are making independent choices in their play. This is because they have good access to a wide range of play provision and activities that support their interests and learning. The childminder makes good use of her time to dedicate to the children's learning. She ensures that regular routines include opportunities for children to experience a broad and balanced range of learning initiated by herself to supplement those chosen by the children.

Children are well behaved. This is because they are occupied and engaged in interesting activities that keep them busy. The childminder supports the children's play, especially young children, so that they learn to share and take turns. The children respond well to this and as a result get on well with their peers as they play together, for example, in role play. Children learn about diversity and difference through positive discussions about themselves and others with the childminder, such as their different family make-ups. They have access to a good range of play provision that raises their awareness of the wider world in which we live. The childminder's positive attitude and approach means that children are learning to show respect for others and are building positive friendships.

Effective partnerships are in place for working with parents and other agencies to ensure that children are well cared for and that both parties are kept up-to-date and well informed about any issues and developments. Parents receive a copy of the childminder's written policies and procedures which means they are well informed about the practices and routines followed by the childminder. Daily discussions about the progress children are making in their learning helps to keep parents informed. Although the records of assessment are shared with parents, this is not frequent enough to enable them to make comments on and contribute more regularly in the learning process.

There are effective systems in place to enable the childminder to provide good quality care and learning experiences for the children. The childminder meets regularly with other childminders to share good practices. She uses the internet and attends regular training to keep her knowledge and skills up-to-date. Good consideration is given to the new learning so that where possible, changes can be made to her practices to benefit the children. For example, the children enjoy

regular opportunities for physical play to promote leading healthy lifestyles and the childminder has identified areas for improvement as a result of training to help her better support boys in their learning.

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

Planning enables the childminder to provide good support and challenges for the children to ensure that they make progress through the daily routines and range of planned activities. The children's records of assessment show observations she has made of the children in their play. These are linked to the steps in the six areas of learning in the EYFS and identify a range of next steps for each child. Photographs and evidence of the children's creative work support the childminder's observations. Whilst the childminder is clear on the children's key next steps in their learning and what she needs to do to promote this, the recorded next steps do not necessarily support this to help her fully focus on these key steps to further promote the progress children are making.

Children's welfare is promoted well. Positive hygiene routines means that young children are learning to take care of some of their own personal care needs as they recognise when they need to use the toilet, wash their hands and put their hand in front of their mouth when they cough. They enjoy healthy snacks and meals and visits to local places of interest where they develop their large motor skills. They learn the 'house rules' that encourage them to play safely in their choices.

Young children have high levels of personal independence, self-confidence and self-esteem. They play well together and benefit from the positive interaction of their peers and the support from the childminder to share and take turns. This enables the children to recognise the needs and thoughts of others in their play. For example, during role play, two two-year-olds work together to feed the 'baby'. One pretends to pour the milk from a bottle into a spoon, held by the other. This child then 'feeds' the baby and makes slurping noises. They continue to work together to develop their ideas as they take the baby for a walk and go shopping. One pushes the pram, whilst the other finds bags to put the 'broccoli and bananas' in. The children receive positive support from the childminder to work together to build a train track. She talks to them about sharing and the benefits of working together, taking turns and how if one does one piece, the other can add their piece. The children listen and act on the instructions, they chatter happily working together, once the rules have been explained.

Young children use their language confidently and with their increasing vocabulary to let their needs and thoughts be known. They enjoy the challenges of the planned activities provided for them that also helps to develop their creativity. For example, during a sticking activity, three two-year-olds are absorbed in the challenges of trying to peel off stickers. They independently make their own choices and persevere as they try to remove the backing. They talk about their design and picture and show a sense of pride in their achievements.

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	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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