

## Inspection report for early years provision

---

**Unique reference number** EY399271  
**Inspection date** 09/02/2010  
**Inspector** Samantha Powis

**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 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto: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: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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 registered to care for children in 2009. She lives with her husband and one year old child in a quiet residential area of Beaminster in Dorset. Minded children have access to all areas on the ground floor, which includes a dedicated playroom. Toilet facilities are provided on the ground floor with areas on the first floor provided for children requiring a rest or sleep. Access to the premises is via a small step leading to the front door. There is a fully enclosed outdoor play area. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. She may care for a maximum of five children under eight years, two of whom may be in the early years age group. There are currently four children on roll attending on a part-time basis, all of whom are in the early years age group. The family own a pet dog, however, the dog is not usually present during childminding hours.

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

Overall the quality of the provision is outstanding.

Children are very happy and settle quickly due to the childminder's commitment to meeting their individual needs. The exceptionally welcoming and inclusive environment encourages children to explore and become fully involved in a wide range of fun and exciting activities. The childminder is very well organised, she constantly reviews arrangements and follows clear and consistent routines which help to promote children's welfare and ensure their individual needs are fully supported. She is keen to develop her own knowledge and skills through attending workshops and training and frequently implements new ideas to ensure children are offered the very best care and learning.

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

To further improve the high quality early years provision the registered person should consider:

- extending links with others providing care for children, to exchange information to promote consistency when supporting their learning and development.

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

The childminder places a high priority on ensuring children's safety and has an excellent awareness of safeguarding procedures. She is fully aware of her responsibility with regards to safeguarding children and shares her clear written policy with parents to ensure they also understand her role. Records are used very well to support children's ongoing safety and welfare, including a detailed register of attendance and a record of visitors to the premises. Comprehensive procedures

for risk assessment within the home and for outings ensure that potential hazards are identified and addressed before they become an issue for children.

The childminder makes excellent use of her home to support children's needs. The indoor environment is welcoming to all children and gives them a strong sense of belonging as they see photographs of themselves and examples of their own creative work displayed on the walls. Extensive use is made of the outdoor areas to maximise children's enjoyment and learning. An extensive selection of high quality toys and resources is easily accessible, which enables children to select and make choices for themselves. Excellent routines ensure that all equipment is clean and well maintained. Some resources are set out ready for the children when they arrive, encouraging them to quickly become engrossed in their play. Activities are organised well and are based on children's interests and stage of development to ensure all children can participate at their own level. Children's individual needs are very well understood and respected, helping them to feel valued and fully included.

The childminder is very professional in her approach and has highly effective systems to help her review and evaluate her own practice, enabling her to identify areas for future development and improvement. She is pro-active in seeking information and advice and sourcing training opportunities to increase her own knowledge and skills, which helps her to keep up-to-date with current good practice. Written policies and procedures are shared with parents and regularly reviewed to reflect the current practices being followed within the setting.

Excellent relationships are established with parents which helps children to settle well. The childminder gains valuable information from parents before children start to help her plan to meet their needs and support their progress right from the start. Parents are provided with detailed information about the setting. Daily diaries and ongoing discussions ensure they are fully aware of events in their child's day, helping them to share children's experiences once they get home. The childminder verbally shares information about her ideas for activities and how she intends to support children's progress with parents. However, she has not formalised arrangements to share observations or development records with them or established links with others who also provide care for the children to promote consistency.

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

Children form a strong bond with the childminder as she dedicates her time to supporting their individual needs. She is both enthusiastic and sensitive in her approach, adapting the way she interacts with each child to make sure they feel settled, secure and happy. Children are confident and relaxed within the welcoming environment and explore the broad range of toys and resources with excitement. Activities are very well planned and adapted successfully to encourage each child to make excellent progress in their learning and development. Detailed observations are completed by the childminder as children are engaged in their play, which in turn are systematically used to plan future activities and events which will harness children's interest and extend their abilities.

The childminder offers high levels of interaction, which helps to ensure children's learning is extremely well supported. For example, she encourages children to think about letter sounds and shapes as they talk about the names of those present. The childminder skilfully ensures all children are included and benefit from her support throughout the day. She organises activities to allow older children to develop independence and take responsibility, whilst younger children receive the support they need to build their confidence. The childminder uses discussion and practical activities to promote children's interest in problem solving. For example, they consider the size and width of the vehicles before they make a bridge to fit on the car mat, discussing the best bricks to use for the job. Children's contributions are valued by the childminder; their own creations adorn the walls and hang from the ceiling making them feel proud and boosting their confidence and self-esteem as they point them out to others. The childminder shows she values children's thoughts as they colour in the smiley face on evaluation sheets to show how they felt about a particular activity, this information is then used to develop future plans, ensuring children have a say in what they do. Children thrive within the stimulating environment and have many opportunities to make choices in their play.

Children develop a love of books and stories, with even the youngest children helping themselves to board books from the low level shelves. They giggle as they see their own face in the mirror on the final page of the book, demonstrating their increasing interest and understanding of how books are used. Singing is enjoyed by all of the children as they sit together in the playroom. Older children learn about number order and value as they join in with songs about 'Ten Fat Sausages', using the home made props to support them. Younger children jig up and down and pat their hands together showing their unquestionable enjoyment.

Children are learning to be considerate towards others due to the clear boundaries and expectations established. They learn to share, take turns and be polite towards those around them. The childminder regularly reminds children about having 'kind hands' and quickly praises them for their good behaviour, supporting them to work well together. They learn to value and respect individuals as they regularly use toys and resources that offer positive images of diversity. They enjoy learning about different festivals, such as Spanish Day and Chinese New Year, when they engage in creative activities relating to the celebrations. Children's natural curiosity is captured due to the imaginative range of resources provided for them. The childminder is very resourceful and uses a range of natural and man-made objects to capture children's interest. For example, children explore the tray of pebbles, sand and water to find the toy sea creatures hiding amongst them. They enjoy the feel of the smooth pebbles and the cool water on their skin which stimulates their senses.

Children benefit from enjoying many activities out of doors, and frequently use the inspiring garden area to extend their learning opportunities. The older children dig in the sand and balance on the stilts as younger ones sit on the blanket on the ground using mark-making equipment and musical instruments, all benefiting from being out in the fresh air. They regularly visit local play areas where they use large equipment to climb and balance and enjoy attending sessions at the Children's

Centre where they mix with children of different ages. Children learn through daily routines about practices to support their own health. For example, they understand they need to use their own individual towel after washing their hands and are learning to put their hand over their mouth when they cough to prevent germs spreading. Children become increasingly aware of the benefits of a healthy diet. They use pictures they have cut out of magazines to make up a plate of food which they identify as being good for them. They talk about how they need food and drink to make their bodies strong to play well. Children learn about safety; they take part in practising the emergency evacuation procedures on a regular basis and learn about road safety to help keep them safe when they are out and about in the community.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
------------------------------------------------------------------	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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](http://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