

Inspection report for early years provision

Unique reference number	EY399435
Inspection date	03/02/2010
Inspector	Samantha Powis

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.

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Description of the childminding

The childminder registered to care for children in 2009. She lives with her husband and two children aged three and four years in the Colehill area of Wimborne in Dorset. Minded children have access to all areas of the home, including a large lounge/dining room which is the main play area. 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 slope 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 four children under eight years, two of whom may be in the early years age range. There are currently six children on roll, five of whom are in the early years age range. The family own a pet dog. The childminder occasionally works with an assistant and is registered to provide overnight care.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides children with a warm and comfortable home. She is calm in her approach and offers appropriate levels of supervision. The childminder gathers sufficient information, which enables her to support children's individual care needs. Children are provided with a suitable range of activities which generally keep them interested throughout the day, however, at times children's behaviour is not managed appropriately which prevents them from benefiting fully from the activities and support on offer. The childminder has started to review her own practice, however, this is not yet fully effective in ensuring areas for improvement are identified and addressed.

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 systems to observe and assess each child's achievements, interests and learning styles and use this information to identify learning priorities and plan learning experiences to further support children's development in all areas
- develop strategies to manage children's behaviour appropriately, so they learn consistent boundaries and expectations
- develop the systems for self evaluation, to identify strengths and areas for development to continue to make improvements for children
- increase opportunities for children to develop an awareness and understanding of diversity.

The effectiveness of leadership and management of the early years provision

The childminder has a sufficient understanding and awareness of safeguarding procedures. She has access to documents to support her should she have a concern about a child in her care, to ensure she follows appropriate procedures to promote children's welfare. The childminder completes risk assessments on a daily basis to ensure the premises are safe and suitable for children. She ensures children are well supervised at all times. Although she reminds children about safe practices, she does not always take appropriate action when children display behaviour which could be harmful to others, such as pushing each other or throwing toys.

The childminders home provides a comfortable and spacious environment for children to play. Space is used well to provide floor and table top areas where children can engage in activities. Children make choices from the suitable range of equipment the childminder sets out for them, which is based on her understanding of their individual preferences. For example, she ensures there are cars, trains and vehicles available as the children attending particularly like these. Children have access to outdoor areas where they can use play equipment such as slides, trampoline and bikes or trikes.

The childminder considers children's individual needs when planning activities and routines, which helps them to feel included. She keeps folders which record their achievements and include photographs of them engaging in activities which helps them to feel valued. However, at times, some children find it difficult to share the attention of the childminder or the use of specific toys, which leaves others feeling a little left out. The childminder uses the library to offer children a selection of books, however, there are few resources or activities planned which really encourage the children to develop an awareness and understanding of the wider world.

The childminder has a good range of written policies, procedures and consents that are shared effectively with parents to help them understand her role and ensure any preferences they have are respected. She uses documents such as the daily register well to support children's ongoing welfare. Daily discussions and written diaries keep both parents and childminder well informed about children's care needs, routines and achievements. The childminder is aware of the need to link with others providing care for the children.

The childminder has attended several courses prior to her registration, which has given her an adequate understanding of her role. She seeks advice from other professionals, such as the environmental health officer, and early years colleagues to help her to improve her practice. She is hoping to attend further training in the future to extend her knowledge of the Early Years Foundation Stage (EYFS). She has completed a basic self-evaluation, however, this does not help her to identify her own strengths and weaknesses and the key areas for improvement.

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

Children are generally happy and settled in the childminder's home and are confident in the familiar daily routines. The childminder provides children with a range of activities, which are generally appropriate to their age and stage of development. They gain independence as they explore the range of toys and resources available to them and make choices about what they want to play with. They enjoy using the play-dough for a short while, using the tools and their hands to make shapes and patterns in the dough. They help to build a large train-set, fitting sections together to make a track, however, children sometimes find it difficult to play together which means that they don't all benefit from the same input from the childminder or learn to share or take turns. They have opportunities to use creative materials such as paints, glitter and cotton wool to create their own pictures boosting their confidence and giving them a sense of pride. The childminder tries to be involved as the children play, talking to them about what they are doing encouraging them to use language to communicate. The children enjoy walks within the local community and some attend a local toddler group where they have opportunities to mix with children of different ages.

The childminder has started to record her observations of children as they play and is beginning to link these to the areas of learning to help her identify next steps. However, the system is not well established to ensure that these ideas are then used in future plans to enable her to provide children with activities and the support which will fully extend and challenge them and help them to make good progress in their learning and development.

Children are beginning to learn about supporting their own health and safety through daily routines. They are reminded to wash their hands at certain times throughout the day, using paper towels to dry them to prevent germs being spread. They enjoy healthy snacks and are reminded to have regular drinks so they don't become thirsty. Children take part in practising the emergency evacuation procedures, ensuring they are confident in what to do should an incident occur and are taught about hazards around them.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met