

Inspection report for early years provision

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Inspector Bridget Copson

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 was registered in 1997. She lives with her husband and two children aged 16 and 18 years in Broadstone, near Poole in Dorset. The whole of the ground floor is available for childminding and there is a fully enclosed garden available at the back of the house for outside play. The family keeps chickens secured in the garden.

The childminder is registered to care for a maximum of six children at any one time, three of whom may be in the early years age group. She is currently minding four children in the early years age group as well as children over five years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual care and learning needs are met well by the childminder who has established excellent working relationships with their parents and other carers. Children are all valued as individuals and are developing very positive attitudes to inclusion. Their learning is planned, promoted and monitored well to encourage each child to develop to their full potential in most areas and to support their interests. As a result, children are making good progress through the Early Years Foundation Stage. The childminder values the importance of continuous development and strives to implement improvements to further promote the Every Child Matters outcomes for children.

What steps need to be taken to improve provision further?

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

- make more effective use of the observational assessments to plan and promote children's individual learning priorities more clearly to encourage them to develop to their full potential.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by the childminder who has effective systems in place to assure their safety and well-being. She has a secure understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to further safeguard children. Policies, procedures and records are well-organised and risk assessments and safety measures ensure good standards of health and safety are maintained at all times. The childminder has attended a wealth of training courses and workshops since her last inspection to extend her

knowledge and skills and to meet children's individual needs. She has successful systems for monitoring and evaluating the quality of her provision, including a self-evaluation form and links with the local authority in developing her practice.

The childminder creates an extremely positive environment. She strives to support children in developing very positive attitudes through consistent messages and careful guidance. She places great emphasis on the importance of inclusion and ensuring no child is made to feel unhappy or sad, and supports older children in settling disputes among themselves. Children are also very well supported in learning about diversity within their local environment as well as in the wider world.

The childminder has established excellent partnerships with parents who are provided with comprehensive information to support them in making an informed choice. The childminder visits the family home before children start to obtain information regarding their needs, preferences and routines. Parents are kept well informed through daily communication, home books for younger children who are not yet talking and photo disks showing their activities. In addition, emergency and holiday care is provided by two other childminders well known to the children and in agreement with parents, to maintain consistency and continuity of care. The childminder has established highly effective links with the other providers and professionals involved in children's care and learning to further assure consistency.

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

Children benefit from a good range of well-maintained and age appropriate activities and to promote their learning and development. A selection of this is made easily accessible to promote independent play. The childminder uses her good knowledge of the Early Years Foundation Stage to plan and provide a balance of activities each day within the home and local community. She observes children in their play and extends challenges to meet their developing needs. In addition, she identifies some next steps of learning for children, but this is not consistently applied to ensure all children are encouraged to develop to their full potential. The childminder interacts with interest and affection, encouraging the children's exploration.

Children are happy and settling well into the childminder's care. They explore with curiosity and focus well on things that interest them. They have opportunities to play and socialise with friends to develop their understanding of the needs and feelings of others. They express themselves through sounds, gesture and some early words spoken. They also sound out tunes to nursery rhymes when resting quietly. Children learn about numbers, shape and position through the childminder's guidance in play. They problem solve in completing puzzles, games and sorting objects. Children are involved within the local community through attending sessions at the Children's Centre, visiting the park and meeting up to play with friends. They explore growth and change through planting, tending and harvesting their own vegetable tubs in the garden. Children use their imaginations well with role play, small world and constructional activities, music and drama.

They also explore different media and materials, draw, paint, model, make collage pictures and cook.

Children feel safe and secure within the childminder's care which they demonstrate through the trusting relationships being established and their confident exploration. As they develop, they learn about keeping safe through road safety guidance, stranger danger discussions, practising the fire evacuation procedure and safe play. Children are cared for within a clean and hygienic environment in which healthy lifestyles are supported well through good personal hygiene and healthy eating. They have opportunities to use the good range of play equipment in the garden when weather is fine, as well as in local parks to promote their physical development.

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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	2
The extent to which children make a positive contribution	1
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

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