

Inspection report for early years provision

Unique reference number	EY400342
Inspection date	17/05/2010
Inspector	Marie Thompson
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 partner in a ground floor flat in the Wyke Regis area of Rodwell, close to local shops and schools. Minded children have access to all areas within the flat, which includes a lounge, bedroom and kitchen and toilet facilities. Access to the premises is via several steps leading to the front door, there is also side entrance with no steps. The garden is securely enclosed for outside play.

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 six children under eight years. She is also registered to provide overnight care for one child. There is currently one child on roll, in the early years age group. The childminder has a pet cat.

The childminder is a member of the National Childminding Association and is part of the Dorset Quality Improvement Scheme. The childminder holds a Level 3 Diploma in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle well with the childminder as she provides a warm, welcoming and secure environment. Children are making good progress as the childminder recognises their individuality, abilities and interests. The childminder provides a range of activities, experiences and resources to help children with their early learning and development. The childminder makes good use of the self-evaluation to identify key strengths and areas for further development such as identifying courses which link to and enhance her practice. The childminder is committed to ensuring that her service is inclusive for all families. The childminder is highly efficient in her approach to ensure children's safety and welfare receive the utmost priority.

What steps need to be taken to improve provision further?

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

- further develop the range of resources that reflect equality and diversity and introduce a system to help the youngest children to be aware of the full range of activities available
- promote the good health of the children, for example, by ensuring that they clean their hands at appropriate times

The effectiveness of leadership and management of the early years provision

The childminder carefully maintains all required documentation to promote the welfare of children and has a detailed set of policies and procedures in place. Comprehensive risk assessments are in place for the premises and outings to ensure children are safe. Children are beginning to learn about keeping themselves safe as they regularly participate in the fire evacuation drills. Children are always in the care of the childminder and suitable plans are in place to handle emergencies. Children are protected whilst in the care of the childminder because she is confident on the signs and symptoms of child abuse and the action she would take to safeguard children having attended relevant and recent training. The childminder provides a clean and well-maintained environment and is vigilant of children and their safety. The childminder provides a fully inclusive environment where children's individual needs are continually recognised and respected. The childminder has a good understanding of her role to promote equality and diversity and she has some nice toys in place such as books, small wooden dolls and skin colour crayons. However, these toys and resources are quite limited and a system needs to be introduced to help the youngest children to learn about diversity and the wider world.

The childminder organises the space in her home well to ensure children have space to move around freely and independently. There is a good range of resources available to support children to make progress in their learning and development. Resources are readily accessible to very young children enabling them to develop independence through self-selection. The childminder thoroughly enjoys her time with the children and is enthusiastic about the role she plays in their lives and the resources and activities she provides. The childminder reflects on her practice and has completed a comprehensive self-evaluation. She is committed to improving and developing her service in order to continually improve the outcomes for children and her child care knowledge, for example, through attending training, support forums, and seeking advice from her mentor. This supports the childminder in driving continuous improvement.

Parents receive good quality information about the childminding service which includes being given well written policies and procedures. They also receive a daily written diary detailing their children's routines and activities they have participated in. The childminder chats to the parents about their children at the end of each day and often e-mails them to offer additional information. Parents are kept fully informed of their child's progress as they can access their child's 'learning journey' contained in their individual folder and the childminder actively seeks parents' views of her service as they complete questionnaires a few weeks after the child has started to ensure she is meeting their needs and requirements. The information gathered and discussed with parents includes details regarding all aspects of children's care and learning needs. The childminder has developed good partnerships with other settings the children attend to enable her to ensure consistency and continuity for children's care, learning and development.

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

Children are happy and comfortable in the childminder's home. The childminder's calm and caring manner helps children to feel settled, confident and secure. The children clearly like being in her company as they smile, giggle and snuggle into her intermittently as they play. The childminder has enthusiastically embraced the Early Years Foundation Stage framework and is making good use of it to plan for the children. She uses her knowledge and previous experience to provide children with a range of activities and experiences, which are interesting, fun and help to promote their early learning and development effectively. The childminder is beginning to observe and assess children to ensure all areas of learning are identified and to support children to make good progress in their early learning. She effectively uses the observations made to help identify children's next step in their individual learning. The childminder offers appropriate support and guidance when required.

All children enjoy a variety of activities outside for example, they have been growing food to encourage healthy eating. They have planted lettuce, cress, carrots, onions and tomatoes and the children enjoy nothing more than digging in the garden with the little garden tools provided for them which are just the right size to enable them to do so. The children enjoy free-flow play into the garden where they can play in the sand and water trays, use the rocker, slide or hide in the tents and tunnels. They enjoy trips to the Swannery or to feed the ducks or to the marsh where there is lots of space to run around. The children are able to relax in the little book corner on the cushions and look in the mirrors or take their favourite books such as, 'Dear Zoo', 'First Words', and 'That's not my baby' to the childminder for a story. She encourages them to turn the pages, touch the textured pictures and talk about what they can see. The children enjoy some good art and craft activities such as painting, play dough and gluing. All their creations are displayed on the wall for all to see thus giving children a sense of belonging. Children receive regular praise and encouragement for their efforts and achievements, which helps to boost their self-esteem and confidence. The children enjoy counting the finger puppets onto their fingers and the numerical posters around the flat help them to recognise numbers. The children are making good developments in their early mark making because the childminder makes sure that the crayons and paper are always available for them. In the coming weeks they are going to join 'Talking Tots' to help develop their speech and language through games, rhymes and songs.

Children are well nourished. They eat healthy snacks and meals which are cooked freshly daily using organic foods. The childminder is interested in children's nutrition and reads studies by Organix/Soil Association on nutritional values to support the balanced diet she offers the children. She ensures children can access drinks regularly by placing the little tippy cups where it can be easily reached. Children have independent access to the toilet that has equipment to support their independence along with appropriate soap and individual hand drying. The childminder has wet wipes available to clean the younger children's hands. However, at times, the childminder does not always remember to clean the

younger children's hands at appropriate times, such as, just before eating. The childminder has hired 'Big teeth' set and brushes from TREATS toy library to help the children learn about good dental hygiene. She follows good procedures when changing the children's nappies and sings songs such as 'Row, row, row your boat' to put them at ease whilst changing their nappies. Children are well behaved because the childminder is a good role model and uses positive reinforcement to promote good behaviour.

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
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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	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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