

Inspection report for early years provision

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Inspection date	28/06/2010
Inspector	Maria Lumley
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 2009. She lives with her husband and son aged 20 months in Canford Heath, a large residential estate in Poole. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. A maximum of five children may attend at any one time, of these two may be in the early years age group. There is currently one child, who is in the early age range on roll. The childminder has a pet cat and a goldfish. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the welcoming, homely environment. The childminder organises her setting effectively and has a good awareness of the Early Years Foundation Stage to help children make steady progress in their learning and development. Children take part in a varied and interesting range of activities in which they are all included and encouraged to participate. All policies are in place to ensure the efficient running of the setting. The childminder effectively uses self-evaluation to monitor her strengths and areas for development and has positive plans for the future that are focused on improving outcomes for children. These include continued training to further develop her skills and knowledge.

What steps need to be taken to improve provision further?

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

- ensure that fire drills are carried out to ensure that children know what to do in an emergency situation
- review the organisation of the snack routine to further promote children's independence with particular regard to feeding themselves
- review the range of resources to support children's understanding of valuing differences with particular regard to gender and differing abilities.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues and is aware of the possible signs and symptoms of abuse and neglect to enable her to recognise when children may be at risk. She knows how to report concerns safeguarding children's welfare including keeping detailed accounts of incidents. A

comprehensive risk assessment has been carried out to identify and minimise risks to children, enabling them to play safely indoors, outdoors and on outings. A detailed emergency evacuation procedure and floor plans identify escape routes and the childminder checks that the smoke alarms are in working order each week. However, procedures have not been practised to help children know what to do to keep themselves safe in an emergency. A range of age-appropriate and well maintained resources are available throughout the rooms and garden. In addition, the childminder uses the local book and toy library to borrow further resources. However, there are limited positive images of disabilities and non-stereo typical toys within the provision such as dolls, pushchairs and role play. Resources are stored so that they are readily accessible to children, encouraging them to develop independence in their selection and carrying out of activities.

The childminder promotes inclusive practice to ensure that children are included in all activities. All necessary written permissions are in place to protect children's health and well-being and children are protected from the risks of cross-infection. The childminder carries out daily cleaning tasks such as wiping worktops with antibacterial spray prior to children's arrivals and before and after food preparation to limit germs. She is an excellent role model for young children as they watch her wash her hands and she talks to them about the reason for doing so. The childminder follows stringent nappy changing procedures, regularly changing children to ensure they remain clean and comfortable. The childminder provides toddlers with antibacterial gel to clean their hands after nappy changing, enabling children to make the links between toileting and hand washing from an early age.

The childminder is committed to developing her childcare skills and knowledge and has attended relevant training courses to promote this. She organises her setting well and this helps children to be settled and confident. The childminder's weekly routine includes trips to soft play areas, parks and the children's centre. She ensures these plans are adapted when required to meet children's individual care routines, such as the rest and sleep needs of young children. Children are offered a choice of healthy snacks such as fresh fruit. However, they are spoon fed yoghurts which does not promote children's independence and self-care skills. Policies and procedures are implemented to support the welfare and development of children and are routinely shared with parents. As a result, parents are able to make fully informed decisions about their children's care. The childminder evaluates her practice and is aware of the strengths and areas for development of her setting. She receives support from her mentors, one an experienced childminder and the other an early years advisor and welcomes their views on her setting. Feedback from the early years mentor highlighted some weaknesses in the arrangement of resources which the childminder has since reviewed and developed to improve outcomes for children.

The childminder has developed good relationships with parents and they are fully involved in the provision and their children's learning and development. New parents receive a detailed 'Family Pack' and children are offered settling in sessions to ease the transition from home. The childminder chats to parents as they collect their children and both parties make very good use of the home link books which they complete daily. In addition, the childminder uses the telephone and emails to

communicate with parents. The childminder has systems in place to share information with other early years settings and professionals.

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

The childminder provides a stimulating and welcoming environment which helps children to be happy in her care, making themselves at home and confidently selecting and carrying out activities of their choice. They are eager to attend and are making good progress in their learning and development. Children receive lots of attention from the childminder and are treated with warmth and positive regard. The childminder sits on the floor at the children's level and shows genuine interest in what they do, in turn children confidently approach her for support and cuddles. The childminder plans a variety of activities, linking them to children's interests and next steps. However, she respects children's own choices and supports them as they deviate from planned activities. For example, the childminder sets up a mark making activity in the garden providing children with water and brushes. Initially the children take great delight in mark making on the patio slabs and walls, squealing with delight as the marks appear. They develop their own play stepping into the container of water, this is welcomed and supported by the childminder who asks, 'Does the water feel cool on your feet?' The children enjoy splashing in the water then use it to water the plants. A child accidentally bangs their brush on the metal umbrella pole, surprised by the noise they have created. The child repeatedly bangs and creates sounds, laughing as they do so.

The childminder has effective arrangements for identifying children's starting points and considers all children's interests and abilities when planning interesting and stimulating activities, actively supporting children's learning. The childminder promotes inclusion well and ensures that all children can participate at their own level, offering support and guidance where needed. The detailed learning journals include observations, photographs and samples of children's work. These are frequently shared with parents who are encouraged to write comments. A parents writes, 'Very good, lots of useful information'.

Outdoor play is encouraged and children are able to move freely between indoor and outdoor spaces. Children are extremely well protected from the sun as they play in the garden as the childminder applies sun cream and hats before they go outside. Children's physical skills are developing as they fill a toy wheelbarrow with shingle, wheeling it round and 'mowing' the grass area. The childminder responds with positive enthusiasm saying, 'You're doing a good job mowing my lawn, thank you'. In addition, children are taken on outings to 'Tumble Play' where they develop climbing, crawling, jumping and sliding skills using large play equipment. Children's good health is further promoted as they learn about the importance of adopting healthy habits such as good personal hygiene, including brushing their teeth after lunch. Children behave well and respond well to the childminder's positive language. Any unwanted behaviour is dealt with calmly and in a manner that is appropriate to the age and level of understanding of the children. Through this children are learning to show respect for themselves, others and their environment. Children have formed close bonds and play cooperatively together.

For example, two children sit opposite each other, one child reaches for their friend's hand and they sit holding hands, smiling at each other. Children learn about their community while on local outings.

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	3
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	3
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

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

Met