

## Inspection report for early years provision

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<b>Unique reference number</b>	EY407851
<b>Inspection date</b>	20/09/2010
<b>Inspector</b>	Janet Armstrong
<b>Type of setting</b>	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 has been registered since March 2010. She lives with her husband and three children, a daughter aged 16 years and two sons aged 17 and 14 years. The family live in a five bedroomed semi-detached house in Weymouth, Dorset. All areas of the home are used for childminding purposes, with a living room, dining room, kitchen and downstairs cloakroom used as the main accommodation. Rest and toilet facilities are available on the first floor. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children, three of whom may be in the early years age group. There are currently five children on roll, four of whom are in the early years age range and all attend on a part time basis. The childminder also cares for children over eight years of age. The childminder holds the Introduction to Childminding Practice certificate and has National vocational Qualification levels 2 and 3 in Childcare and Education.

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

Overall the quality of the provision is good.

The childminder has a secure knowledge of child development and each child's specific learning needs. She promotes children's individual learning well through a wide range of purposeful activities, positive interaction, support and encouragement. The childminder works effectively with parents to ensure that both parties are well-informed and share high levels of information. Current self-evaluation systems mean that the childminder is aware of her strengths and areas for improvement, but these are not effective to enable her to prioritise and action key areas for development.

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

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

- develop the observation and assessment systems so that they identify and focus on the children's key next steps in their learning
- develop self-evaluation systems to help monitor strengths and prioritise areas for improvement

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

The childminder takes positive steps to safeguard children's welfare. She has a secure knowledge of child protection issues to ensure she is able to take the necessary action should she have a concern about a child in her care. Children's safety is promoted well through risk assessments of the home and outings, with necessary steps taken to reduce or remove potential hazards. This is supported through good levels of supervision which means that children can move from room to room safely and explore freely in their play.

The childminder offers a warm, welcoming and comfortable home, where very good use has been made of the available rooms. This provides children with lots of free space to move about the different areas and independently access the wide range of play provision on offer to initiate their own play. The range covers all areas of learning and interests for the age range of minded children present. The childminder makes good use of her time to ensure that children receive a balanced and interesting curriculum, for example, heuristic play sessions and walks to local places of interest to explore nature.

The childminder has a positive attitude to equality and diversity and has some play provision available to raise children's awareness of differences. Her positive attitude means that young children are learning to show acceptance and consideration for those around them. They are well behaved and learn the importance of sharing, taking turns and being kind to others as they start to form positive relationships with peers under the sensitive supervision of the childminder.

Positive working partnerships have been formed with parents who are well-informed about the children's daily routines, activities and achievements. There is an effective two-way system for sharing information that promotes continuity of care for the children. For example, the childminder discusses daily with parents, the children's progress and encourages them to share what they know about their children verbally, and through 'wow' sheets that enable them to record any milestones achieved at home. A wipe board records daily routines and activities enjoyed and parents are encouraged to make comments on the quality of service they receive, which allows the childminder to adapt her practices and make changes to accommodate specific requests. Good relationships have been established with other early years settings that children attend to promote consistency in their care and learning.

The childminder is committed to providing a good quality service and attends regular training to update her skills and practice. For example, children's language development has been highlighted through sounds and letters training. The childminder regularly meets up with other childminders to share good practice and she welcomes support from the local authority. Self-evaluation systems are in the early stages. This means that the childminder is aware of her strengths and weakness but has not yet prioritised these to enable her to focus on key areas for improvements.

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

Children are very happy, settled and secure. They respond positively to the childminder's caring and loving approach, receiving frequent cuddles and encouragement to try out something new. For example, an 11 month-old watches with fascination as their hands are painted and prints made on paper.

Young children show high levels of confidence and personal independence. They enjoy and benefit from the range of activities on offer which promote their communication, language and literacy and problem solving, reasoning and numeracy skills well. For example, a two-year-old enjoys the challenge of a number puzzle and with support and effective questioning from the childminder, correctly identifies numbers one to four. They learn to count in sequence and recognise a range of shapes and colours. In mark making, they are able to form recognisable figures of important people in their life and attempt to copy letters in their name. A two-year-old attempts to put on a pair of trousers and works out through trial and error that the legs need to be pulled right up over the feet to enable them to be pulled up. They show a sense of achievement at their success and receive lots of praise from the childminder.

Children have a positive introduction to keeping safe and leading healthy lifestyles. They learn about house rules and expectations so that they can play safely. When on outings they learn about road safety and stranger danger. Children enjoy making and eating healthy foods, such as vegetable soup and fresh bread with tasty toppings, such as peppers and tomatoes. Young children recognise familiar personal care routines and wash their hands with soap and paper towels unaided and unprompted after using the toilet and messy play activities.

Observation and assessment systems show the range of activities children have enjoyed and their achievements. These are supported by photographs of them at play. However, these systems do not identify children's key next steps in their learning to fully maximise the potential learning opportunities through the childminder's focused support, planning and interaction.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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