

## Inspection report for early years provision

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<b>Inspection date</b>	12/08/2010
<b>Inspector</b>	ISP Inspection
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the childminding

The childminder was registered in 2010. She lives with her father, who is an assistant, with her mother, who is also a registered childminder at the same address and her adult brother. The family are registered foster carers. The property is located in Poole, Dorset. The accommodation available for childminding includes a lounge, dedicated playroom, family room and kitchen on the ground floor as well as six bedrooms on the first floor. There are toilet and sleep facilities on both floors. There is an enclosed garden for outside play. The family have a dog and two ducks on the outdoor pond.

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 when working alone. This ratio is extended to 12 children, six of whom may be in the early years age group when working with her assistant or co-childminder. She is currently minding three children in the early years age group as well as children over five years to six years and delivers and collects children as required. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She holds a level 3 qualification in childcare and education.

## 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 through excellent partnerships with their parents and a good understanding of their needs. Each child is valued as an individual and their uniqueness is reflected throughout the setting to enhance their sense of belonging further. Children's learning is promoted and monitored well. As a result, children are making good progress through the Early Years Foundation Stage. The childminder values the importance of continuous development and has effective systems in place to further promote the 'Every Child Matters' outcome for children. This includes a self-evaluation form, although this is not sufficiently established to secure improvements in all aspects of her provision.

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

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

- develop the self-evaluation to identify more areas for improvement which will benefit all children
- develop the system of planning children's learning and development to ensure all areas of learning are promoted well.

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

The Children's welfare is safeguarded by the childminder. Policies, procedures, records and risk assessments are well-organised and used efficiently to maintain good standards of health and safety. The childminder has a secure understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to further safeguard children. The childminder has a successful system to monitor and improve the quality of her provision. These include completing the Dorset Quality Improvement Scheme and keeping close links with the local authority.

The childminder works in close and successful partnership with her mother in organising activities, preparing meals and supervising the children. As a result, children are settling in well, their routines are met consistently and their play is unhindered. The childminder creates an extremely positive environment in which all the children learn to appreciate and respect diversity, both within the setting and the wider world. She places great emphasis on the importance of inclusion and is committed to developing an excellent understanding of each child's background, home language, culture and needs. This ensures every child is respected and valued, and their individuality is celebrated.

The childminder has established excellent partnerships with parents who are provided with comprehensive information to support them in making an informed choice. The childminder obtains a wealth of information from parents to ensure children's needs are met consistently. Parents are kept very well informed through daily communication, two-way home books, displays and questionnaires to share their views. The childminder is aware of the need to establish links with the other providers involved in children's care and has considered how this will be managed should the need arise.

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

Children play with a good range of well-maintained and age appropriate activities to support their learning, development and interests. They easily access favourite toys to promote their independent play. The childminder organises a balance of organised activities with a learning purpose as well as time for child-initiated play and exploration. The children's development is promoted well. The childminder carries out regular observations which she uses to assess children's interests and next steps of learning. This system is not sufficiently developed to ensure all areas of learning are planned for to encourage children to develop to their full potential. The childminder is getting to know children well and supports their interests to help them settle in. For example, she ensures regular access to sensory play and time observing the ducks for those who favour these activities.

Children are happy and settling well into the childminder's care. They are offered

close comfort and reassurance, with one to one time, cuddles and nursery rhymes when settling down for a sleep. They explore freely and with curiosity, joining in new experiences with excitement. They have opportunities to socialise with other children and are supported well in developing their understanding of the needs and feelings of others. For example, waiting and sharing. Children express themselves well through gesture and some early words spoken. The childminder responds well to their communications through smiles, repeating words back and lots of encouragement. Children enjoy cuddling up to read books and have access to a good range. Children learn about numbers through hearing the childminder count aloud in their play and learn about shape and position through exploring objects and watching each other disappear into the play tunnel. Children are involved within the local community. For example, they attend sessions at the Children's Centre, visit the library, parks, nature reserve and the local Chinese supermarket. They have valuable opportunities to learn about life cycles and change through observing the ducks and growing ducklings as well as nature walks locally. Children use their senses to explore light, sound and sensory toys and different media and materials, such as painting with hands, feet and brushes, and handling gloop and pasta in trays. They play imaginatively with role play, small world resources and music.

Children feel safe and secure within the childminder's care which they demonstrate through the trusting relationships being established and their confident exploration. They learn about safety through safe play guidance, road safety, managing steps and practising the fire evacuation procedure. Children are cared for within a clean and hygienic environment in which healthy lifestyles are promoted. For example, to develop an interest in food and healthy eating they get actively involved in shopping, picking fruit and joining in cookery activities. They enjoy physical play everyday using resources inside, in the garden and in local parks to promote their fitness and 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

<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	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	2
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

<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	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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