

Inspection report for early years provision

Unique reference number	EY407005
Inspection date	20/09/2010
Inspector	Samantha Powis
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 2010. She lives with her husband and two children aged four and six years in a house in a residential area of Weymouth in Dorset. Minded children have access to all areas within the home, although care is mainly provided on the ground floor that includes a lounge, dining room, conservatory/playroom and kitchen; there is access to toilet facilities on this level. There is a secure rear garden for outside play accessed via two steps. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. The childminder sometimes works with an assistant. She may care for a maximum of four children under eight years when working alone and up to six children when working with an assistant. She may also provide overnight care for one child. There are currently 13 children on roll, nine of whom are in the early years age group. The childminder is a member of the Dorset Quality Improvement Scheme and recently qualified as an Early Years Professional.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder places an exceptionally high emphasis on understanding and supporting individual children's needs. This means that children are happy, settled and making excellent progress in their learning and development. Children benefit greatly from being cared for in a welcoming family home environment that is safe, stimulating and fully inclusive. This enables all of them to become fully engaged in fun and worthwhile activities. The childminder regularly evaluates the service she provides to children and their families, to identify areas where improvements can be made to ensure children receive the very best care possible.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- increasing use of the outdoor areas to further enhance learning experiences for all children.
- linking with others providing care for children, to further support their development.

The effectiveness of leadership and management of the early years provision

Children's safety is a priority for the childminder and her assistants. Meticulous attention is given to ensuring that the environment is safe and suitable whilst still maintaining a warm and friendly welcome for the children. Excellent practices are

followed for outings that include the use of high visibility vests, to ensure children remain safe when outside of the home. The childminder has a secure awareness of safeguarding procedures. She is fully aware of her responsibilities and shares her clear written policy with parents to ensure they also understand her role. Clear guidance is given to assistants, ensuring they too understand what to do if they have a concern about any of the children. The childminder is extremely well organised and maintains accurate records and documentation to help promote children's ongoing safety and welfare.

All areas within the home are used to maximize children's learning opportunities and secure their enjoyment. The brightly decorated and stimulating playroom provides ample space for children of all ages to explore and play freely. An abundance of excellent toys, equipment and resources adorn the playroom, allowing children to make choices and plan their own play. Photographs of children, examples of creative work and wall displays relating to current projects and previous outings line the walls and ceiling, motivating the children to become involved. The outdoor play area is very well planned to allow many different play opportunities; however, not all children can use this area independently and it is not accessible at all times of day to further enhance play and learning opportunities. Comprehensive cleaning routines are followed to ensure all equipment and areas used by children are fit for purpose. Procedures such as taking outdoor shoes off at the door help to support children's ongoing health. Activities are very well organized, and link closely to children's interests and stage of development, ensuring all children can participate at their own level. The childminder pays high regard to children's individual routines and needs throughout the day, adapting events and activities to ensure all children feel valued and fully included.

The childminder demonstrates high levels of professionalism in all that she does. She constantly reviews all areas of the provision to ensure she is offering each child what they need. She seeks feedback from parents, children and other early years professionals to enable her to make positive changes that will make a difference to the children she is caring for. She is focused on 'getting it right', and ensures all those working with her have the same drive and enthusiasm. The childminder is pro-active in seeking training opportunities for herself and her assistants. She rapidly implements new ideas, systems, policies or procedures to benefit the children in her care.

Excellent relationships are established with parents to ensure they work closely together to meet the needs of the children. Successful settling in arrangements, which include home visits by the childminder, ensures she knows each individual child very well right from the start. This helps children to feel secure and settle quickly. Parents are kept well informed about the provision as they receive full details of policies and procedures. They are often asked to share their own views and ideas, which the childminder endeavors to incorporate. Daily diaries, ongoing discussions and written consents ensure parents are provided with valuable information and that their wishes and preferences are always respected. Useful books, pamphlets and general information is offered to parents along with specific information about forthcoming events, menus and activities. Parents are regularly shown the records the childminder keeps to track children's developmental

progress. They are encouraged to contribute to this by bringing in observations they have made at home. This gives the childminder a better understanding of children's all round development and interests, to enable her to plan ahead to support their individual needs. Parents are made to feel welcome. They are frequently invited to attend social events to help to build strong, supportive and positive relationships between the families. Parents state they are very happy with the childminding facility and value the sensitive, caring and dedicated approach of the childminder and her assistants. The childminder links with other professionals working with the children to offer consistent support to each of them. She has established links to local pre-school settings. The childminder hopes to develop this further in the near future by sharing relevant information to enable both her and the pre-school to work together in supporting children in taking the next step.

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

Children flourish in the welcoming and stimulating family home environment. They receive high levels of interaction from the childminder and her assistant, which means they are extremely well supported at all times. Younger children feel secure and settled, enabling them to develop new skills and try new things. Older children revel in the ability to select their own resources and develop their own play, using their own imaginations and captivating their natural curiosity. Frequent observations are made as children engage in play and these are used to monitor children's progress in all areas of learning. Information gathered through these observations and through communication with parents, enables the childminder to plan future activities that will both challenge and support children, helping them to make rapid progress in their learning and development.

Children are fully involved in the organisation of the childminding provision. Their thoughts and ideas are frequently sought to ensure activities, events and outings are relevant to them. A recent outing to the Tutankhamen Exhibition was prompted by the interests of one child. The children followed up the outing by having a go at using hieroglyphics and dressing each other up as Mummies. This led to all children gaining an understanding and awareness of the subject and having great fun at the same time.

Children are inspired by the childminder's vibrant approach to her role. Their confidence and belief in themselves is promoted as they excitedly participate in activities which are new to them and those that they are comfortable with. For example, younger children are attracted by the wide range of mirrors and mirror toys and are fascinated by the reflections they see. Children feel confident and secure as their home routines are followed consistently. At nap time, some children are sung to and some have music played to them; all children sleep in their own familiar travel cot with their favorite bedding enabling them to relax peacefully. Children are encouraged to be kind, caring and thoughtful and to respect each other. Resources, posters and planned activities help children build a greater understanding of diversity and the world around them. Children are aware of the consistent expectations regarding behaviour and enjoy the praise they receive for

behaving well. Older children are given tasks to complete such as laying the table for tea, giving them responsibility and a sense of belonging.

Children's language and communication skills are encouraged from an early age. The childminder responds enthusiastically to the babbles of a younger child, who giggles throughout their conversation showing her growing confidence and enjoyment in communicating with others. The use of modern technology is encouraged for all children, and is frequently used to extend children's language skills. For example, communication buttons with different sounds recorded on them encourage the younger children to reach out and respond to sounds they hear. Comfortable book areas are available both indoors and out, encouraging children to enjoy stories. Books are also freely accessible in other areas, such as role play, helping children to become aware that books can be used to gather information as well as for enjoyment. Children are encouraged to be creative with language. Any newly created words are displayed on a special board, giving children confidence in using language and boosting their self-esteem. There are many opportunities for children to use mathematical language and engage in problem solving. Prices are included on the menu used in the role play area and scales are frequently used to compare weight. Easy access to a very wide range of creative resources and materials allows children to express themselves creatively when they choose. Age appropriate materials such as spaghetti, dough, water pens and large crayons are provided to encourage even the youngest of children to use their imaginations and explore using their senses. Children show a strong exploratory nature and are encouraged to investigate their surroundings; for example, after using the metal detector in the sand tray to locate the hidden pennies, they investigate everyday items within the home to identify those that are made of metal. Children enjoy engaging in physical play activities. As well as using the wide variety of equipment provided by the childminder, such as walking toys and wheeled vehicles, they enjoy many outings to the local park, beach and play areas.

Children learn about safety as they participate in activities. They help to identify risks as they walk to and from school and discuss road safety rules. They regularly practise the emergency evacuation procedures to ensure they are confident and familiar. Children help with the planting, growing and harvesting of fruit and vegetables in the garden. They learn about the nutritional benefits of fresh produce and how this can keep them healthy. All children are encouraged to clean their teeth after meals, helping to re-enforce positive messages about oral hygiene. Children enjoy many activities out of doors, with the fresh air and exercise supporting their long term health.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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