

Inspection report for early years provision

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Inspection date	27/09/2010
Inspector	Brenda Flewitt
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 2000. She lives with her 10-year-old daughter in a first floor flat in Poole, Dorset. There is a lift as well as stairs to access the flat. All areas of the home are used for childminding purposes. There is no garden, however, the childminder takes the children on outings to local parks and the beach for outdoor play. The family has a pet hamster, to which the children have supervised access.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered for a maximum of six children at any one time, three of whom may be in the early years age group, and of these, two may be under one year. There are currently three children on roll, all of whom are in the early years age group. The childminder is a member of the National Childminding Association and a local childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a safe, secure and welcoming family home by a childminder who knows each of them well. They are involved in a good range of activities, both inside and out, that promotes learning through play and everyday experiences. The childminder establishes effective relationships with parents and carers in order to meet individual needs. The childminder has limited methods for self-evaluation. However, she updates her knowledge of various areas of childcare by liaising with professionals and reading early years publications, which contributes to continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- review the storage arrangements for toys and resources to ensure that children can easily access a full range, so that they can make spontaneous choices and extend their own play and learning
- continue to develop a self-evaluation system to identify areas for development, so that experiences for children continue to improve.

The effectiveness of leadership and management of the early years provision

The childminder implements policies and procedures to promote children's welfare and safety. She completes risk assessments to ensure that children play in a safe environment, both in the home and on outings. Overall, the childminder has a

good understanding of safeguarding children, which includes how to recognise signs and symptoms of abuse and the procedures to follow if there are concerns. The childminder is clear about supporting children's health effectively by ensuring she is well informed about any procedures she must follow with medications. Overall, the childminder organises her home well to meet the needs of the children in her care. Children use a range of toys and equipment, which are stored and arranged so that they can make some spontaneous choices, according to their age and stage of development. However, there is not always a full range to encourage children to extend their own play and learning. The childminder makes good use of local facilities to provide outings to enhance children's learning. The variety of outings enables children to meet a range of people and use an extended choice of equipment. They learn a positive attitude to people's differences through the good example set by the childminder and as they use resources that present positive images of diversity.

The childminder promotes positive relationships with parents, which are both friendly and professional. She supplies appropriate information about the setting, which includes some written policy statements. There are daily opportunities for sharing information in order to meet individual needs. The childminder visits children in their own home, which enables her to get to know their interests and aspects of their learning and development in their home environment. The childminder is aware of her responsibility in sharing information with other settings that children attend as required.

The childminder has addressed all the actions set at the last inspection, which has improved aspects of children's health, safety and development. All the required documentation is in place, completed appropriately and stored confidentially. Although self-evaluation is still being developed, the childminder welcomes input from early years advisors and other childminders, to help improve her knowledge of the Early Years Foundation Stage.

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

Children are happy, settled and secure in the care of their childminder. Young children develop trusting relationships with the childminder, her family and other children. They know what to expect through familiar routines and understand clear rules for their safety. Children receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Overall, children participate in a good range of activities, both inside and out, that helps them learn through play. They develop a meaningful sense of number as they count everyday items and objects, for example, when climbing stairs or selecting potatoes when helping with shopping. Weekly visits to local groups promote children's social skills and offer extra opportunities for expressing themselves with art materials and through messy play. Walks on the local beach encourage children's curiosity about the natural world as well as promoting their physical skills, as they build sandcastles and look at different shaped stones. From a young age children start to solve problems, for instance, a ladybird toy that has different size pieces to stack and buttons to press fascinates a baby, encouraging them to investigate further. The childminder is starting to develop an observation

and assessment record. She knows the children well as individuals, which enables her to support each of them to make good progress in their learning and development. The childminder interacts positively with the children, which helps them learn good communication skills, solve problems and start to understand the world around them.

Children enjoy a healthy lifestyle. From an early age they start to understand good routines for their own personal hygiene, for example, the childminder wipes a baby's hands clean before giving them their bottle of milk, and encourages them to wash their hands after a nappy change. Children make choices from healthy options for meals and snacks, and learn about the effect on their bodies through discussion. Children have daily opportunities for fresh air and exercise by way of walks, and visits to play parks where they use a range of equipment to develop large muscle skills. Children learn about aspects of their own safety, such as routines for crossing roads, and clear boundaries and expectations for behaviour when leaving the flat. They get to understand what is expected if they must leave in an emergency because they are involved in regular practises of the escape plan.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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