

Inspection report for early years provision

Unique reference number	EY408725
Inspection date	23/09/2010
Inspector	Bridget Copson

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.

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 two children aged five and two years, in Gillingham, Dorset. The accommodation available for childminding includes a sitting room and kitchen-diner on the ground floor. The first floor offers sleeping facilities and a bathroom. There is a fully enclosed garden available at the back of the house. The family keeps a cat and two rabbits in the garden.

The childminder is registered to care for a maximum of four children at any one time, two of whom may be in the early years age group. She is currently minding four children in the early years age group as well as children over five years. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as individuals and their needs are met well and in close partnership with parents. Their learning and development is monitored and promoted well in most areas. As a result, children are making good progress through the Early Years Foundation Stage. The childminder values the importance of continuous development. Since registering she has sought guidance from other professionals and made improvements to the quality of children's care and learning. She is also continuing to extend her own knowledge and skills to further improve the Every Child Matters outcomes for children.

What steps need to be taken to improve provision further?

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

- develop the system of planning children's learning to provide more opportunities for them to learn about problem solving, reasoning and numeracy
- develop the self further to identify areas for improvement which will benefit children's care and learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by the childminder who has effective systems in place to assure their safety and well-being. She has a secure understanding of her child protection responsibilities and the procedures to follow in the event of any

concerns to further safeguard children. In addition, very well-organised policies, procedures and records maintain high standards of health and safety. The childminder has successful systems for monitoring and evaluating the quality of her provision. These include the beginnings of a self-evaluation form, although this is not yet sufficiently developed to identify improvements in all aspects of her provision. In addition, she is also completing the Dorset Quality Improvement Scheme and working with a mentor to assess and further improve her practice.

The childminder understands the importance of promoting equality and provides positive images of diversity within her home to support children in learning about the lives and beliefs of others. For example, books, displays, figures and dolls. She creates a positive environment in which she supports children well in developing positive attitudes, good manners and waiting through consistent messages and acting as a good example.

The childminder has established excellent partnerships with parents. She provides them with extensive information, including a personal profile, policies, procedures and certificates. Parents complete a detailed 'Getting to Know Your Child' form with care routines, preferences, fears and home background to ensure consistency. They are kept closely informed through daily communication, home books and displays. They are also encouraged to share their views. The childminder has established links with the other providers and professionals involved in children's care and learning to further assure consistency.

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

Children's learning and development is planned and monitored effectively. The childminder carries out regular observations of children in their play to provide a written reflection of their stage of development within the six areas of learning. She then completes simple weekly plans to provide children with the resources and activities to support them in progressing. However, the system of planning children's learning does not ensure all aspects of learning are promoted well, especially problem solving, reasoning and numeracy. Children benefit from a good range of well-maintained activities which support their interests and stage of development. They make full use of the separate play areas, accessing toys easily to promote independent play. Space is used well to allow children's choices and individual routines to be met.

Children are happy and settled within the childminder's care, demonstrating a good sense of well-being. For example, they focus well on their favourite activities, explore freely and settle well for their sleep routines. Children make very good use of the books. They choose for themselves and cuddle up to listen to the childminder read, joining in through pointing at pictures and telling her what different things are. They express themselves openly and are learning new words to extend their vocabulary. Children have some opportunities to learn about shape and numbers, but are making less progress this area of learning. Children are involved within the local community and attend many regular sessions each week,

including toddler group, gym and messy play sessions and trips to the local parks. Children use their imaginations extremely well. For example, they role play with small world resources for extended periods and explore and create with different materials. They also use their senses to explore treasure box objects and are learning about colour through everyday play.

Children are cared for within a very safe and secure environment in which they are developing very good self-confidence and independent exploration. Older children are supported well in learning about keeping safe through house rules, road safety on walks and practising the fire evacuation procedure. Children's health is supported very well through the implementation of thorough procedures to maintain high standards in all areas provision. In addition, fresh fruit snacks and good eating habits promote healthy lifestyles. Children benefit from a good range of physical play activities in the garden, local outdoor parks and indoor play centres. This allows children to regularly develop their physical skills and to run freely.

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	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	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

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	1
The extent to which children adopt healthy lifestyles	1
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