

Inspection report for early years provision

Unique reference number	EY363894
Inspection date	08/12/2010
Inspector	Marie Thompson
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 registered to care for children in 2007. She lives with her husband and two children aged three and 11 years. They live in a house on a residential estate close-by the town of Dorchester, in Dorset. Childminding is mainly carried out on the ground floor with toilet facilities and sleeping provision on the first floor. Children do not have access to the garden, but are taken on regular outings to the park for physical play activities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. The childminder is registered to care for a maximum of two children under eight years, and currently has one child on roll who is in the early years age group. The childminder is a member of the National Childminding Association and a local childminding group. She has an NVQ level 3 in Early Years and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides children with a welcoming and family environment. Their individual care needs are met because the childminder knows the children very well. Children are provided with a varied range of resources and interesting activities which support them to develop in all areas of their learning. Secure partnerships with parents and carers ensure that they are kept up to date with their child's care and general well-being.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on who conducted it, date of review and any action taken following a review or incident (Documentation) (also applies to the compulsory and voluntary parts of the Childcare Register) 17/01/2011

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

- consider how children can learn about the wider world and the cultures and beliefs of others

The effectiveness of leadership and management of the early years provision

The childminder safeguards children well. She develops and implements written policies, procedures and records that support children's health and safety, and shares these with parents. She shows understanding of the signs and symptoms of possible child abuse and the procedures to follow. She knows to record any concerns and how to report these to the appropriate agencies. Children benefit from the relationship the childminder builds with their parents. They exchange information daily regarding the care they wish their children to receive and are kept well informed of how their children have spent their day. Information about some of the progress children are making is shared verbally and in children's learning journeys. Parents are encouraged to exchange information about interests they note their children have at home. The childminder has a range of written policies and procedures which she shares with parents. Records of risk assessments for the home and outings are in place. However, the risk assessment does not contain all the required regulatory information.

The childminder organises her home to enable children to have free access to a range of resources which support their development in all areas. She observes children while they play and has a good knowledge of their capabilities. The childminder ensures the knowledge she has of children is reflected in their individual progress records. As a result, all records show the actual stage of development children are at or what the childminder is intending to plan in order to progress their learning in all areas. The childminder is starting to reflect on her practice and is aware of the strengths of her provision and the areas she needs to continue to develop. The childminder has started to make links and share information around children's development within other settings providing the Early Years Foundation Stage that children attend.

Children have access to a variety of resources and materials to support their play, learning and development, independently making choices about resources and activities. Children are able to freely move between the available rooms, making choices about their play. The childminder provides an inclusive environment, where all children are welcomed and have equal access to the activities on offer. Children explore some forthcoming festivals for example; they have made spiders and witches hats for Halloween, enjoyed Christmas activities and made birthday cards for their family members. However, resources and activities to help children learn about the wider world and the cultures and beliefs of others are currently limited.

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

Children are happy and show they are confident in the childminder's care. Children are making good progress in the setting because the childminder supports them well and provides a stimulating learning environment. She listens and engages children with skill, giving them time and opportunities to do things for themselves

and succeed. She extends their ability to communicate and think as she asks open questions and encourages them to think matters through. Children express themselves clearly, enjoying their conversations with the childminder. The childminder's effective interaction is supporting them to develop their language and communication skills.

The childminder shows good understanding of how children develop and provides activities that promote their progress towards the early learning goals well. She learns about their individual starting points from parents, and builds on these through the provision of a stimulating and appropriately challenging range of activities. The childminder watches children during their activities and assesses their progress, using written observations and photographs to help identify their next possible steps. The childminder is developing reflective practice, such as by evaluating how successfully planned activities promote identified learning aims.

Children enjoy cooking with the childminder and this is done frequently. They have made ginger bread men and apple crumble which the children thoroughly enjoyed eating because they said it was 'really yummy'. This activity helps to develop aspects of mathematical thinking through pouring, measuring and mixing the ingredients. Children enjoy playing with the play dough and creating their own pictures which are displayed on the wall, as well as messy play using corn flour and shaving foam. Children had great fun decorating their own small china cups with their own unique flower design. Children particularly like playing lots of games with the childminder such as the 'Shopping Game', bowling or 'Toy Story' snap cards, the memory game and lots of puzzles. They often snuggle on the sofa when the children get in from pre-school and enjoy looking at books together to relax.

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	3
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	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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment, Records to be kept, How the childcare provision is organised) 17/01/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment, Records to be kept, How the childcare provision is organised) 17/01/2011