

Inspection report for early years provision

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Inspection date	14/02/2011
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 2007. She lives with her husband their two children aged five and two years in Shaftesbury, Dorset. The whole of the two story house is used for childminding. This includes a sitting room, hall, kitchen and toilet on the ground floor. The first floor offers sleeping facilities and a bathroom. There is a fully enclosed garden available at the front and back of the house, for outside play. The family keeps three dogs and chickens.

The childminder is registered to care for a maximum of five children at any one time, three of whom may be in the early years age group. She is currently minding nine children in the early years age group as well as children over five years to 15 years. The provision is registered by Ofsted on the Early Years Register and 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's individual needs are met with care and consideration by the childminder who promotes their health, welfare and safety. Children benefit from an inclusive and generally accessible environment in which they see a positive reflection of one another to promote their sense of belonging. Their learning is planned, promoted and monitored well, although their next steps of learning are not always up to date. As a result, children are making good progress through the Early Years Foundation Stage. The childminder values the importance of continuous development. She has implemented many improvements to further promote her professional practice and 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:

- update children's observational assessments more frequently with next steps of learning to encourage them to develop to their full potential
- provide children with more independent access to resources to promote all areas of their 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 responsibilities and the procedures to follow in the event of any concerns to

safeguard children. Well organised and up to date policies, procedures and records are implemented to ensure that high standards of health and safety are maintained.

The childminder has successful systems to monitor and evaluate the quality of her provision. She is completing the Dorset Quality Improvement Scheme and has attended many training courses and workshops to extend her knowledge. In addition, she has completed a comprehensive Ofsted self-evaluation form, although this does not identify areas for improvement linked to children's individual needs.

Children behave well and are learning about the needs and feelings of others through sharing, helping and showing good manners. They are very well supported by the childminder, who creates a positive environment and is a calm and gentle role model. She offers continual encouragement and praise and consistent messages. Children are well supported in learning about diversity within their local community as well as in the wider world through fun activities.

The childminder has established excellent partnerships with parents. They are provided with comprehensive information to support them in making an informed choice. Parents are kept closely informed through daily communication, detailed home books and displays. Their views are valued and sought through contributing information to the home books, their child's assessment file and writing letters for the inspection. The childminder has good system to establish effective links with other providers involved in children's care and education for consistency.

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

Children enjoy a good range of well-maintained activities to promote most areas of their learning and development. This includes toys made from natural materials as well as natural resources from the environment. A selection of toys is made easily accessible to promote independent play. However, this is not sufficient to encourage exploration and independent learning in all areas. Children's learning is planned, monitored and promoted well and on an individual basis. The childminder completes observations of children's progress in their assessment files to identify next steps in their learning. She then uses this information to inform future planning. As a result, activities support children's emerging interests and learning opportunities are meaningful. However, these records are not updated frequently to ensure children are encouraged to fulfil their potential in all six areas of learning.

Children are very happy and settled. They demonstrate a good sense of well-being through their confident exploration and laughing openly at shared jokes. They are active and interested, focusing for long periods on their chosen activities. Children communicate articulately. They talk throughout their play, for example, telling the childminder what they are doing in role play, asking continual questions and chatting at snack time. They enjoy books and join in elements of the story,

creating their own ideas and humour. They also have some opportunities for purposeful mark making, but not always independently. Children count with the childminder in their play and use their knowledge of shape, size and position to complete puzzles. Children are involved within the local community through attending regular groups each week and using the local facilities. They also use the environment to learn about growth, nature and living things. Children use their imaginations extremely well. They use extensive role play resources and find objects to extend their imaginations. For example, they make 'gherkin and porridge soup' in the home corner and use pegs as colourful 'fire works', which they set off from their den in the sitting room. They use their senses to explore colour, texture and sound with natural resources, books and musical instruments.

Children feel safe and secure within the childminder's care, which they demonstrate through the warm and trusting relationships established. They are supported well in learning about keeping safe through safe play guidance, managing steps, road safety on walks and practising the fire evacuation procedure. Children's health is promoted extremely well. They benefit from an extremely clean and hygienic environment. They practise very good personal hygiene habits and enjoy nutritious meals and snacks. Children use a good range of activities everyday indoors, in the garden and out and about locally to promote their health 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

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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