

Inspection report for early years provision

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Inspection date	23/02/2011
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 was registered in 1998. She lives with her husband, one adult child and one child aged 15 years in the Colehill area of Wimborne, Dorset. The children have use of all areas of the family home, which includes a large lounge, dining room, kitchen/diner, conservatory and toilet facilities. Rooms on the first floor may be used to provide rest facilities for those children needing a quiet area to sleep. There is a fully enclosed rear garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children at any one time. There are currently six children on roll, all of these are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled with the childminder and quickly become involved in a fun activity of their choice. Good partnerships are established with parents which ensures the childminder understands and meets children's individual needs, relationships with others providing care for the children are less well established to ensure consistency. Children are provided with a good range of activities and resources which are used well to support their learning and development and benefit from many local outings and visits to activity groups. The childminder is still developing her systems to enable her to monitor and evaluate all areas of practice to identify future improvements.

What steps need to be taken to improve provision further?

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

- develop links with others providing for children to promote continuity and coherence by sharing relevant information with each other
- extend the procedures for self evaluation to ensure all aspects of the provision are monitored to identify areas for future improvement.

The effectiveness of leadership and management of the early years provision

Children's safety is promoted very well. The childminder has secure procedures for assessing risks and ensures immediate steps are taken to minimise any hazards to children when in the home or on outings. The childminder has a clear understanding of her role and responsibilities with regards to safeguarding and has recently updated her training to ensure she is confident in this area. Records and

documentation are used very well to support children's ongoing safety and welfare. The childminder holds an up-to-date first aid qualification and ensures her first aid kit is well-stocked, enabling her to deal with any minor accidents or injuries. She provides children with resources such as their own towel, liquid soap or anti-bacterial gel for outings to minimise the risk of infections being spread, thereby supporting children's health. Children are offered healthy snacks and drinks throughout the day in line with their individual dietary needs and routines.

Areas within the childminder's home are used well to support children's enjoyment and development. The home is warm and welcoming for children to enter and offers good space for floor play, table-top activities and outdoor play. The childminder understands children's preferences and interests and ensures a good range of equipment and resources are already set out on children's arrival. Children are able to make choices and select freely from those toys which are set out and those stored in the accessible storage cupboards. Particularly during warm weather, the childminder provides children with activities out of doors, such as water play, tent building and role play to enhance their enjoyment. Children benefit from regular outings to farms, beaches, forests and parks and also attend toddler groups and activity sessions where they have opportunities to mix with other children of a similar age. As they play, the children happily and enthusiastically recall their visits to the music group, singing songs and making up some of their own such as "Polly put the apple on".

The childminder has started to implement systems to help her review her own practice and identify areas for improvement. However, at present these do not allow her to monitor all areas of her provision. For example, although she regularly reviews safety arrangements and practises the emergency evacuation procedures with children, she does not keep a record of which children are involved, to ensure all children benefit from taking part. She has attended training recently to increase her own knowledge and skills to better support children's needs. Positive steps have been taken to address the recommendations raised at the last inspection which has helped to ensure children's health is supported well.

Good relationships are established with parents. They are provided with information daily and are encouraged to read their child's development record book to keep them involved in their learning. Parents state that they are extremely happy with the service the childminder provides and that their children love to attend. Some children attend other settings such as school and pre-school, however, the childminder has not formalised arrangements to exchange information with these settings to increase continuity for the children in her care.

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

Children are very happy and settled and form a strong bond with the childminder. She is very sensitive and caring and dedicates her time to supporting them as they play. She involves herself fully in their conversations to support their learning and extend their understanding. Children are very confident and explore the resources

available to them. The childminder has a good understanding of the Early Years Foundation Stage framework, and uses this and her experience and training in childcare to skilfully support children as they play. For example, by following a child's own interests, she engages the child in activities that encourage their development in all six areas of learning. The childminder has implemented a system to record observations of children as they play. She has recently developed this to include ideas for "next steps" which, along with the childminders understanding of children's interests, are then included in future plans. This helps to ensure that activities are relevant for each child and support them in making good progress in their learning and development.

Children engage busily in role play, they make cups of tea, adding a bit more milk to the cup and use the play food to make up their own party. They listen intently to stories, and show their increasing understanding of how books are used by referring to a particular page in the book to identify an object. They are encouraged to be creative and are offered a wide range of activities to encourage their skills and confidence. Children make a picture of a caterpillar after reading a story about one, using tools and resources with increasing skill and imagination. Children use numbers and compare the size of objects confidently. They count the number of plates they have for their food and identify the biggest cocoon and the smallest. Children learn about nature and the world around them, they plant seeds to grow their own sunflowers, observing growth and understanding what plants need to make them grow. Children persevere, encouraged by the support of the childminder. They tackle some quite complicated jigsaw puzzles, using their awareness of shape and pattern to help them place the pieces correctly.

Children are encouraged to become aware of road safety when they go on walks within the local community. Some children practice the emergency evacuations procedures, to help them start to learn about safety in the home. Children are learning positive routines to promote their own health. They use their own towels to dry their hands and enjoy regular exercise in the garden and on trips to the park or activity centres.

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	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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