

Inspection report for early years provision

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Inspection date	01/03/2011
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.

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 1994. She lives with her husband and adult daughter in a bungalow in Poole, Dorset. The childminder works with an assistant. Childminding areas include a dedicated playroom, dining room, lounge and bathroom on the ground floor. Sleeping facilities are available on both the ground floor and a first floor bedroom. There is a fully enclosed rear garden available for outside play. The family has a small dog, 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. A maximum of six children may attend at any one time, of whom three may be in the early years age range. When working with an assistant, six may be in the early years age range. There are currently seven children on roll, of whom six are in the early years age range. The childminder provides funded early education for three and four-year-old children. She also cares for children over the age of eight years.

The childminder is an Advanced Level Accredited Childminder of the Dorset Quality Improvement Scheme childminder network. She holds a National Vocational Qualification in Childcare and Education, and in Health and Social Care, both at level 3. The childminder is a member of the National Childminding Association and runs a childminder group on a regular basis; she is also a foster carer.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in a safe, caring and stimulating family environment where they are highly valued as individuals. The effective partnership established with parents contributes to children making excellent progress in their overall development. They are involved in a broad range of activities, both inside and out, that encourages them to learn through play, investigation, and meaningful activities. Clear evaluation systems help to identify areas for development, and regular training ensures that the childminder continues to provide a high quality service.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the observation and assessment system for younger children.

The effectiveness of leadership and management of the early years provision

The childminder implements clear and detailed policies and procedures that promote children's welfare and safety. Children's safety is high priority. The childminder carries out comprehensive risk assessments to ensure that children play in a safe environment, both in the home and on outings. She has a secure understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedure to follow if there are concerns. She keeps her knowledge up to date by attending training and local forums; she records children's existing injuries as routine. All this helps to protect children from harm. All required records are in place, extremely well organised and completed accurately.

The childminder organises her home and outings effectively to meet the needs of the children in her care. Working with an assistant enables excellent supervision and support for children's activities, as well as flexibility to suit parents' work patterns. The childminder provides a good range of toys and equipment, which is arranged so that all children make spontaneous choices to extend their own play and learning. The childminder makes exceptionally good use of local facilities to enhance children's learning outside the home on a daily basis. Children develop a positive attitude to people's differences through discussion and the good example set by the childminder, as they meet a range of people in various situations. Taking part in a sponsored walk for charity raises children's awareness of differences in people's lives.

The childminder promotes excellent partnerships with parents and other professionals. Parents are supplied with comprehensive information about the setting, which includes written policies. The childminder is pro-active in seeking information about children's background and development on admission. There are daily opportunities for sharing information verbally in order to meet children's needs, which is supported with a written daily diary for younger children. She has an effective system to exchange information with other settings that children attend, to support their welfare, learning and development fully.

The childminder is successful in evaluating her overall provision to maintain her outstanding practice. She actively seeks feedback from parents and is in frequent contact with other professionals to ensure she continues to provide a high quality service. She is committed to keeping her knowledge up to date through training, and is an active member of a childminding network where good practice is shared.

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

Children are very happy, settled and secure in the care of their childminder. They make excellent relationships with her and one another. Children have a strong sense of belonging to a community. They like to see photos displayed in the

childminder's home of themselves and their friends, enjoying previous activities. They take turns in taking 'Ozo bear' home and relaying his adventures to the childminder and other children. Children behave extremely well. They know what is expected of them through clear explanations and the good example set by the childminder. They are polite and well mannered and are keen to help tidy away toys when they have finished with them. Children receive frequent praise and encouragement for effort and achievement, which helps boost their self-esteem.

The childminder has a secure understanding of the Early Years Foundation Stage and uses this to provide a broad range of stimulating activities that help children learn through play, exploration and everyday tasks. Children's days include a wide variety of outings that enhance their learning, where they meet other people, use an extended range of equipment and develop an understanding about their local environment. For example, children use their skills in numeral recognition as they go for a 'number walk'. They are aware of how text is used to relay information as they look at signs and displays. Children visit venues that arouse their curiosity in the natural world; this includes regular visits to a farm. They are involved in planting and growing, which helps them understand that seeds and bulbs need light and water to survive. Children use language well to make their needs known and express themselves. They confidently chat to adults, recalling previous events they have enjoyed and important people in their lives. The childminder completes a comprehensive and detailed observation and assessment system, particularly for the older children, which includes input from parents to identify clearly each child's next steps in their development. Daily diaries for younger children record aspects of their welfare and some achievements linked to learning and development. The childminder's interaction in children's play and activities is positive and enthusiastic. She talks with them, encouraging them to think, develop their vocabulary, and understand many aspects of the world around them.

Children enjoy an extremely healthy lifestyle. They have daily opportunities for fresh air and exercise whatever the weather. Visits to play parks promote children's large muscle skills as they use equipment such as swings, slides and climbing frames. Children make individual choices about what to eat. They learn about the benefits of healthy eating and oral hygiene from good example, discussion, books and role play. Children learn about aspects of their own safety through the wide range of outings in which they take part. For example, they learn safe routines for crossing roads, develop an awareness of the risks of talking to unfamiliar people, and begin to identify hazards in the environment. They know what to expect if they must leave the home in an emergency by being involved in regular practises of the escape plan. The childminder extends their understanding by way of books, and visits to the fire station.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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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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