

Inspection report for early years provision

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Inspection date	02/03/2011
Inspector	Carol Johnston
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 registered to care for children in 1995. She lives with her husband and two children aged 13 and 18 years. They live in a house in Colehill on the outskirts of Wimborne, in Dorset. The whole of the ground floor of the house is used for childminding which includes the lounge, conservatory, playroom and kitchen, with bedrooms on the first floor as well as toilet facilities. Children have access to a rear enclosed garden for outside play. The childminder, whose husband occasionally assists her, is registered to care for a maximum of six children under eight years of whom three may be in the early years age group and one may be under one year at any one time. She is registered on the Early Years Register and both parts of the Childcare Register. There are currently six children on roll, all of whom are in the early years age group. The childminder supports children with specific learning needs and/or disabilities. The childminder walks to the local school and nursery to take and collect children. The childminder is a member of the National Childminding Association (NCMA) and of the local childminding support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and secure with the childminder and they have a range of resources to play with. The childminder helps children with their learning and most aspects of tracking their progress are effective. A process of self evaluation has been started and the childminder is keen to develop her knowledge through regular training. There are strong partnerships with parents which helps to support the children being cared for.

What steps need to be taken to improve provision further?

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

- develop a process to share learning information with other providers who share the care of the children
- extend the process of regular self evaluation to cover all areas of practice
- clarify the link between children's next steps and the planning of activities.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues. She is confident of being able to recognise the types and signs of abuse and knows what to do if a concern arises. The safeguarding policy is regularly updated and given to parents to explain her responsibilities in this area. The childminder completes regular risk

assessments of her home and any outings to identify potential hazards and how they will be addressed. All of the necessary safety equipment is in place such as safety gates and cupboard locks.

The childminder has positive relationships with parents. They speak of her flexibility and support and how much the children enjoy attending. There is a daily discussion about each child and a diary that goes home with details of the day's events. Parents are able to look at children's assessment folders when they wish and many photos are given to them of the children during their play. The childminder has friendly links with the local pre-school. However, links have not yet been fully developed to share learning information about children who attend other pre-schools further away.

The childminder supports children with specific health issues and special educational needs and/or disabilities and liaises closely with parents to ensure that children's needs are met and are being well promoted. Activities are adapted for children who may be less mobile than others. To help children understand about the cultures of others, there are a range of resources including books and puzzles. There are also celebrations of different festivals such as Chinese New Year and Diwali.

A self evaluation process has been started and the childminder has identified some areas for development. She attends any training that becomes available and is currently undertaking a foundation degree in child care. All aspects of documentation are complete and regularly updated.

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

Children are happy and content with the childminder. She is responsive to their needs and knows when they are tired, offering cuddles or a quiet activity such as snuggling up with her to read a book. There are a range of rooms to play in and all contain resources that the children can help themselves to. She also makes a box of age-appropriate toys for babies to self select from. Children enjoy many trips each week to local toddler groups, music and movement sessions and the library, increasing opportunities to improve their social skills and make new friends. Many creative activities are offered, for example, recently the children made a collage for their topic of 'under the sea' and made model crabs, fish and shells to stick on their painted display. The childminder makes written observations of the children and assesses their next steps in learning. However, although she currently has a weekly written plan of activities each week, it is not always linked to the children's next steps. The childminder is gentle in her approach with the children, speaking quietly and calmly to them and joining in with their role-play. For example, having a 'picnic' on the rug, with the children spreading out the play food and 'cooking' it for her in the toy kitchen. She knows the children well and what they particularly enjoy. For example, at the end of the session at the local toddler group, there is a 'blowing bubbles' session. One of the children particularly enjoys this and when they attended recently but were asleep by the time the bubbles session came, the

childminder got bubbles out at home for him when he woke up so he would not be disappointed.

Children benefit from daily exercise both on walks to and from pre-school and in the garden where there is an enclosed trampoline and slide. They have healthy snacks of fruit each day with readily available drinks. Children bring packed lunches each day and the childminder stores these appropriately in the fridge. However, although the childminder tries to promote healthy choices in her policy which is given to parents, some of the content of the lunchboxes is not consistently healthy. The childminder tries to help the children learn about healthy eating with games and posters of different fruits and vegetables displayed in the playrooms. There are opportunities for children to learn about their personal safety with discussions on road safety when they are out walking. The childminder also discusses the dangers of approaching dogs without checking first that it is safe to do so.

Children behave very well and there is a calm and quiet atmosphere. Children are encouraged to use good manners and spontaneously say "please" and "thank you" at snack time. They also help each other without being asked. For example, a younger child struggles to wind up a toy helicopter to make it go. An older child does not take it from her but goes to her and asks her "would you like me to help you with that?". Children are frequently praised and their efforts acknowledged. Recently, there was an 'Oscars' ceremony and each child received an award for a specific aspect of achievement or act of kindness. This reinforcement helps to build children's self-esteem and confidence.

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	3
The effectiveness of partnerships	3
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	3
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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