

Inspection report for early years provision

| | |
|--------------------------------|----------------|
| Unique reference number | EY241027 |
| Inspection date | 21/03/2011 |
| Inspector | Samantha Powis |
| Type of setting | Childminder |

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2004. She cares for children at her parents' home in Upton, Poole. She works with her mother, who is also a registered childminder. She has two children of her own aged one and eight years. The house offers a sitting room, and kitchen-dining room leading to the back garden. Toilet facilities are available on the first floor, with access to bedrooms for rest if necessary.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to five children at any one time when working alone and up to six children when working with another childminder. There are currently four children in the early years age group on roll. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled due to the warm and welcoming play space the childminder offers. Children's health and safety is supported well due to effective procedures and good levels of supervision. The childminder uses her secure knowledge of children's individual needs and preferences as she plans daily routines and events, but does not always make good use of observations to help her plan activities that will challenge children sufficiently. Good relationships are established with parents to ensure important information is exchanged, but links with some of the other settings which children attend are less effective to ensure consistency. The childminder is keen to attend training to increase her own knowledge and skills however, she has not established way of monitoring the provision to identify all areas for future improvement.

What steps need to be taken to improve provision further?

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

- continue to build on the current arrangements to monitor and plan for children's progress to ensure all children receive sufficient challenge and support as they play
- implement a system to evaluate all areas of practice, to identify strengths and areas for future improvement
- extend the links with others providing care for children to promote consistency and continuity.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of safeguarding procedures. She has a confident awareness of possible signs and symptoms which may raise concerns and knows the procedure to follow in the event of a concern to ensure prompt action is taken to promote children's safety. Good procedures are followed with regards to risk assessments and the childminder always ensures children are well supervised by herself or her co-childminder when playing indoors or out which helps to keep them safe. The childminder maintains documents which help to support children's safety and ongoing welfare and ensures these are stored to protect confidentiality.

Play space within the home is welcoming for children, with examples of children's creative work and photographs on wall displays giving children a strong sense of belonging. Effective use is made of space to provide floor and table top areas where children can engage in play. The garden is used frequently to provide activities out-of-doors, benefiting children's health as they play out in the fresh air. Good organisation of toys and resources allows children lots of choice in what they want to play with. All areas used by the children are well maintained and good practices are followed to maintain children's health. The childminder takes into consideration children's individual preferences when offering activities, however, she does not always use her knowledge of children's developmental stage gained through observations, to help her to plan and adapt activities to ensure they challenge older and more able children.

Good relationships are established with parents. They share information on a regular basis and receive daily written or verbal feedback to ensure they are kept well informed of their child's day. Parents are offered copies of all the childminder's policies and procedures, ensuring they are clear on her role and responsibilities. Written consents are sought from parents for most areas of the provision, ensuring any preferences are valued and respected. Children's learning journeys, which document children's progress, are frequently shared with parents to keep them involved in their child's learning. The opinions of parents are sought and valued, to ensure the provision takes into account individual needs. The childminder has linked with some settings which children also attend, however, she has not extended this to all settings, to help offer children consistency and continuity in the care they receive. The childminder has attended several courses since her last inspection to increase her own knowledge and skills and is keen to implement new ideas and make positive changes to current practice. She has started to look at different ways in which she can evaluate and monitor the provision to ensure she identifies strengths and weaknesses to enable further improvements to be made. She has addressed all areas for improvement identified at her last inspection, which means that children's health, safety and development is better supported.

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

Children are confident, settled and secure with the childminder. They happily select activities for themselves from the good selection of easily accessible resources available. Children are becoming increasingly independent as they play, encouraged by the consistent support and praise of the childminders. For example, children persevere and eventually put their shoes on by themselves, enjoying the praise they receive from the childminder and looking proud as they achieve their aim. Children develop an awareness of boundaries and expectations. The childminder reminds them gently about sharing and taking turns and talks to the children about boundaries which are there to keep them safe. Children have access to books and enjoy stories being read or told to them. They see some print within the environment, which encourages them to be aware of writing, however, older and more able children are not encouraged to use mark making as they play to extend their confidence and skills further. Children communicate their needs confidently as they engage in play with the childminder. They use their imaginations to explain the part they play as they use the small world resources. 'I'm the fire engine' they say to the childminder, moving the vehicle quickly around the play mat.

Children often hear numbers used during day to day activities and routines and some older children are encouraged to think about simple calculation. For example, a child is encouraged to consider how many yoghurts they will have if they have one more, 'two' they say confidently. Children learn about the natural world as they plant and nurture their own sunflower seeds. They frequently enjoy cooking activities which often link to supporting their awareness of diversity. For example, children mix up batter and make pancakes on Shrove Tuesday and try out some Chinese influenced foods to celebrate Chinese New Year. A poster made by the childminder is displayed on the wall, helping children to develop a positive approach to individual differences. Children enjoy singing and using musical instruments to encourage their awareness of sound and often engage in role play indoors or out, encouraging them to use their imaginations. Children are beginning to learn about supporting their own health and safety through daily routines. They are reminded to wash their hands at certain times throughout the day, using paper towels to dry them to prevent germs being spread. They enjoy healthy snacks and are reminded to have regular drinks so they don't become thirsty. Children take part in practising the emergency evacuation procedures, ensuring they are confident in what to do should an incident occur and are taught about potential hazards around them.

The childminder links with her co-childminder to take photographs and record observations to note the children's involvement in activities, which are then used to form a 'learning journey' for each child. These observations are often linked to the Early Years Foundation Stage framework. However, they are not then used effectively to help the childminder to plan the next steps for each child to ensure they receive appropriate support and challenge to help them to make good progress in their learning and 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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| 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 | 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 | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| 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 | 3 |
| The extent to which children develop skills for the future | 3 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

| | |
|---|-----|
| The provider confirms that the requirements of the compulsory part of the Childcare Register are: | Met |
|---|-----|

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