

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	Marie Thompson
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 registered in 2010. She lives with her partner in Portland, Dorset. The childminder is registered on the Early Years Register and both parts of the Childcare Register. She is registered to care for four children up to the age of eight years, of whom three may be in the early years age group and one may be under one year. There is currently one child on roll in the early years age group. The family have a pet dog who children have supervised access to.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a safe and inclusive environment. Children are settled and enjoy their time spent in the care of the childminder. The wide range of interesting activities ensures their individual learning needs are met and keeps them active and happy. The good and effective partnership with parents contributes significantly to ensuring the needs of the children are met and continuity of care is promoted. Consequently, children are making good progress in their learning.

What steps need to be taken to improve provision further?

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

- improve safety further by practising the emergency evacuation procedure
- implement a regular process of self-evaluation to examine all areas of practice.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding and knowledge of safeguarding procedures and ensures all members of the household are suitably vetted. She has a safeguarding policy which she shares with parents to ensure everyone is aware of her duty to protect the children in her care. The childminder is vigilant and places high priority on children's safety. There is an emergency evacuation procedure in place, however, it has not yet been practised with the children. The childminder has completed risk assessments of her home and for outings away from the childminding premises, ensuring the safety of children at all times. These will be reviewed regularly and are available at all times for parents to view. Daily checks of the areas and resources are conducted prior to children's arrival ensuring their safety. This helps to keep children safe and ensure effective actions are taken to manage and eliminate risks.

The childminder organises her home to provide an enabling learning environment for the children. Children have access to a variety of resources and materials to support their play, learning and development, independently making choices about resources and activities. All toys and resources are located in baskets which are clearly display with a written and pictorial label of the contents. Children are able to play freely in the available room, making choices about their play. The childminder provides an inclusive environment, where all children are welcomed and have equal access to the activities on offer, and have access to some resources and materials to support their understanding of diversity, such as books and play figures.

All legally required records and documentation are in place, are well maintained, reviewed and kept in a secure and confidential manner. The childminder continually reflects on her practice, planning and activities, and although has not completed a self-evaluation form, she has identified some strengths and areas for improvement. Good partnerships with parents support children's placements. They have access to policies and procedures at all times. Verbal feedback is given to parents as they collect their children at the end of their minded day and they are reminded that they may view their child's developmental record at any time.

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

Children are happy and settled in the childminder's care, freely accessing the variety of age appropriate resources available. They make choices about activities promoting their independence and encouraging them to become active learners. The childminder interacts in a positive and calm manner with children, encouraging and supporting them enabling them to settle and participate in activities. The childminder has a secure understanding of the areas of learning, and provides the children with activities and opportunities based upon their interests. For example, children were interested in the diggers at the construction site so the childminder put diggers and sand and gravel in the sand tray for the children to play with. She is aware of children's needs and stage of learning and development, and makes appropriate arrangements for individual learning.

Clear starting points are established with parents during the flexible settling in period and the childminder uses the 'All about me' forms to record this information. The childminder knows children well and, through daily observations and reflections on children's spontaneous play, she identifies their next steps in learning and development. This is used to inform future planning and linked to children's individual preferences and interests. Consequently, activities are matched to the children's individual stages of development and children are enabled to build on what they already know. Systems to record children's individual learning journeys are evolving to clearly monitor their progress towards the early learning goals. Profiles are shared with parents and include relevant photographs and observational comments.

Effective procedures are employed to promote children's good health through the

daily routine. For example, children are encouraged to wash their hands regularly. Children enjoy healthy snacks and have access to drinks at all times. Children have regular opportunities for outdoor play, fresh air and physical exercise. Appropriate behaviour management strategies are in place, and as a result, children's behaviour is good. Children explore technological and push-button resources. Physical development is promoted as children play with resources in the courtyard and enjoy visits to the beach. They are able to take resources to the beach and have great fun playing with balls there or simply running up and down the beach. Hand-eye coordination is progressing as children are involved in craft activities, including printing and free painting and other activities that require dexterity. Children enjoy cooking with the childminder and made Valentine's biscuits for their parents. Children's imagination is fostered through role play and they particularly like playing with the tea set or making vehicles out of large cardboard boxes. Children are able to use the chalk board and white board by the little table and lime chairs to practise their mark making. They are also able to rummage in the toy box to find the crocodile hand puppet or soft toys to have a picnic with or to just cuddle.

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	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	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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