

## Inspection report for early years provision

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<b>Unique reference number</b>	109746
<b>Inspection date</b>	09/05/2011
<b>Inspector</b>	Samantha Powis
<b>Type of setting</b>	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 registered to care for children in 1992. She lives with her husband and their two children, one aged 14 years and one an adult, in the Canford Heath area of Poole in Dorset. The family has a pet rabbit and dog. Minded children have access to all areas of the house, with care mainly provided on the ground floor which includes a lounge/diner, conservatory and kitchen area. Toilet and rest facilities are provided on the first floor. There is a secure rear garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registers. She may care for a maximum of six children under eight years. There are currently five children on roll. The childminder is a member of the National Childminding Association and the Borough of Poole Network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder is highly professional in her approach which ensures children receive exceptional support according to their individual care and learning needs. They settle extremely well and benefit greatly from the welcoming and stimulating family home environment where most areas are used effectively to support children's learning and development. Due to excellent relationships established with parents, carers and others providing support for the children, the childminder has an in-depth understanding of children's individual needs and considers these fully when planning activities, routines and events. This ensures that all children feel valued and included. The childminder is extremely well organised to maximise the quality time she spends with the children. She is committed to providing the very best service to children and their families and constantly reviews her own practices and seeks new ideas and advice to enable her to continue to improve.

## **What steps need to be taken to improve provision further?**

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

- extending the use of outdoor areas to further enhance children's learning experiences.

## **The effectiveness of leadership and management of the early years provision**

Comprehensive systems are implemented to ensure children's safety is fully protected at all times. The childminder has an excellent understanding of child protection procedures and is committed to her responsibility to safeguard all

children. Accurate, detailed records and documentation are used very well to support children's ongoing safety and welfare. Risk assessments are continually reviewed to reflect the needs of the children attending to ensure that potential hazards are identified and addressed before they become an issue for children.

The childminder's home provides a stimulating and welcoming environment where all children feel relaxed and included. They enjoy seeing the photographs of themselves and their friends displayed on the walls, making them feel valued and giving them a strong sense of belonging. The outdoor area provides additional play space for children to enjoy a range of activities, although use of this area is not as well considered as the indoor areas to exploit all areas of learning. An extensive selection of high quality toys and resources is easily accessible, which enables children to select and make choices for themselves. These are frequently rotated to add interest and a photo album allows children to identify a full range of other activities and toys which may not be available on a particular day. Activities are based on children's interests and their stage of development to ensure they can all participate at their own level and achieve to their full potential.

The childminder is committed to doing the very best she can for all the children she cares for. She is proactive in seeking information and advice and sourcing training opportunities to increase her own knowledge and skills, which helps her to keep up-to-date with current good practice. For example, she has recently been involved in a project to increase children's communication skills. She has implemented ideas for creating 'communication friendly spaces' within her home to encourage children's spoken language. She shares her knowledge with parents to encourage them to continue with these successful strategies at home to further enhance the impact of this approach. She is keen to implement new ideas to improve the outcomes for children, and has highly effective systems to help her review and evaluate her own practice, enabling her to identify areas for future development and improvement.

Excellent working relationships are established with parents, which helps children to settle well and keep parents fully involved in their child's learning. The childminder gains valuable information from parents before children attend, sometimes visiting children and parents in their own home, to help her plan to meet their needs and support their progress right from the start. Parents are provided with detailed information about the setting. Daily diaries, notice boards and ongoing discussions ensure they are fully aware of events in their child's day, helping them to share in children's experiences once they get home. The childminder regularly shares folders which include observations and photographs detailing children's progress and development with parents and invites their comments and observations. This helps her to plan future activities and events that reflect children's interests and support their individual learning and development. The childminder has developed excellent links with other settings providing care for children, ensuring a 'joined-up' approach to support each individual child.

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

Children thrive in the exceptionally motivating home environment. They are confident, secure and become increasingly independent due to the positive experiences and support they receive. They engage enthusiastically in the wide range of easily accessible activities, all of which are carefully planned by the childminder to capture their interests and challenge their learning to ensure they all make excellent progress. For example, children are curious to explore the new resources from the scrap store using beakers, spoons and containers to pour, empty and refill. An activity that the childminder knows is a favourite of the children present. The childminder is quick to respond to children's interests, ensuring planning is versatile to allow for change. For example, a computer is quickly assembled for the children to use following the childminder noting the children's interest in an adult's computer. The children share using the equipment, taking turns and enjoying watching each other have a go, all the while gaining confidence in using electronic tools, an important skill for the future.

Children form a strong bond with the childminder as she dedicates her time to supporting their individual needs. She is both enthusiastic and sensitive in her approach, adapting the way she interacts with each child to make sure they feel settled, secure and happy. As they participate in activities and routines the childminder chats to the children, explaining what they are doing and why, which helps children to feel secure. They laugh and giggle as they play games together, demonstrating the fun they are having and how relaxed they feel. Detailed observations are completed by the childminder as children engage in their play, which in turn are systematically used to plan future activities and events which will capture children's interests and imaginations and support them in making rapid progress in their development. The childminder skilfully ensures all children are included and benefit from her support throughout the day. She organises activities to allow older children to develop independence and take responsibility, while younger children receive the support they need to build their confidence.

The childminder uses discussion and practical activities to promote children's interest in problem solving. For example, they start to think about capacity as they pour the water from one container to another in the garden. Numbers and counting are included as children play, encouraging them to start to understand number order and values. Children develop confidence in using books. They have access to an extensive range of story and reference books, with quiet areas created to encourage them to settle down to share their favourites. They communicate well with each other, expressing their needs confidently to the childminder and each other. Children learn to care for living creatures and plants, they check the rabbit has food and water and tend the seeds they have planted to grow their own vegetables. Children are very well behaved and polite. They often say please and thank you without being prompted and understand the consistent boundaries and expectations which are often there to keep them safe. The childminder ensures children are busy, challenged and supported in their play to prevent any frustrations; she is quick to praise children's politeness or kindness towards each other, positively rewarding their good behaviour.

Children feel included as they are all able to participate. The childminder ensures that all children attending have the resources they need to carry out the activity of their choice. For example, she quickly locates an additional pushchair to enable all the children to push their dolls around the house. Children learn to value and respect individuals as they regularly use toys and resources and see pictures that offer positive images of diversity. Children's natural curiosity is captured due to the imaginative range of resources provided for them. They explore a drawer full of everyday items, finding out what they can do, how they feel and the sounds they make. One child decides that a metal whisk makes a good instrument as they bang it against the floor, enjoying the sound they are making. Children enjoy a variety of physical play activities out-of-doors, using the broad range of slides, ride on toys and climbing equipment available. They also enjoy mixing the sand and water, noticing the change in texture and consistency. They regularly visit local play areas where they use large equipment to climb and balance and enjoy attending sessions at the Children's Centre where they mix with children of different ages. Children learn through daily routines about practices to support their own health. For example, they understand the need to wash their hands before they eat and talk about the healthy foods they enjoy as they use the snack sheet to identify their preference. Children learn about safety, they take part in practising the emergency evacuation procedures on a regular basis and enjoy visits from a road safety officer who uses puppets to teach them about how to stay safe when out and about in the community.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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