

Inspection report for early years provision

Unique reference number	EY420198
Inspection date	13/04/2011
Inspector	Marilyn Joy
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 registered in 2010. She lives in a house in Parkstone, Poole with her 12 year old daughter and the family have a cat. All areas of the house except one bedroom may be used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Registered to care for a maximum of six children, of these, three may be in the early years age range.

The childminder is currently caring for five children in the early years age group which includes one who is in full-time school and attends afterschool and during the holidays. The childminder provides overnight care. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the stimulating and nurturing atmosphere the childminder creates in her well-resourced and effectively organised home. Children make good progress in all aspects of their learning and thrive on the high quality interactions and support they receive. Excellent standards of care help ensure children's health and emotional well-being are effectively catered for. Comprehensive procedures underpin the service provided and overall contribute towards keeping children safe. The childminder has extremely high expectations for children and the service she provides, although as she is newly registered robust self-evaluation systems are still in the process of being developed.

What steps need to be taken to improve provision further?

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

- extend self-evaluation processes to reflect on all aspects of practice so that areas for further development continue to be identified and the quality of the provision enhanced
- further develop written risk assessments to include all outings and trips to help ensure that potential hazards are reviewed beforehand.

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded because the childminder has a very secure knowledge of child protection issues and the procedures to be followed should she have concerns about a child in her care. Comprehensive risk

assessments for the home, carefully considered emergency procedures and appropriate safety equipment help the childminder keep children safe and protect them from harm. The childminder regularly takes children on outings and has clearly considered the measures she needs to take to counteract any potential hazards she may encounter. She has introduced some written risk assessments for outings, although has not completed them for all visits to help her check all possible risks are considered. Most documentation is extremely well organised which helps children's individual health and welfare needs to be effectively met.

Children benefit from the knowledge, skills and enthusiasm of the childminder who draws on her previous childcare experience and training to provide an extremely supportive environment where they can flourish. She has effectively organised her home to offer dedicated play areas which are attractively furnished and well equipped. The layout enables children to move freely between indoors and outdoors, and is also adapted to meet the individual needs of different ages. For example, the childminder noticed that a table positioned in the centre of the room restricted opportunities for babies to increase their mobility; therefore, she changed the table and moved it to the side. As a result, children had more space to move around and use a small table which is more suited to their needs. The childminder reflects on her practice in key areas and has plans to engage the views of parents and children, although as yet she has not fully developed a system for thoroughly reviewing all areas of her provision.

Parents are extremely satisfied and feel fully involved in the care their children receive. They are well-informed through daily discussions and the comprehensive range of written materials they receive. The childminder works closely with parents to assist her in developing a secure understanding of each child's health and welfare needs so that she can successfully respond to particular requirements and parent's wishes. Parents are fully involved in children's learning and frequently contribute towards the learning journals. The strong partnerships developed with parents provide a secure foundation from which children grow and make good progress in all aspects of their learning. Effective arrangements are in place for working with other agencies and settings children attend in order to promote consistency and coherence in supporting their care and learning. The childminder uses her resources and experience well to help children understand the diverse nature of the society in which they live.

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

All children show an extremely strong sense of security and belonging within the setting even though they have not been attending for long. This is clearly as a result of the childminder's warmth and exceptional ability to understand their individual natures and offer a family oriented environment that suits their needs. Babies and toddlers confidently move away from the childminder and show pleasure as they explore treasure baskets, play 'peepoh' in the play house and squeal delightedly as they build and knock towers down. Extremely positive relationships are developed with the childminder which is evident as they eagerly

seek support and receive cuddles. Older children are keen to be involved in caring for the younger children and the childminder helps them to do this safely and successfully. Children receive excellent support to help them understand what is expected and benefit from the frequent praise and encouragement they receive whether it is sitting nicely at the table or making a ball from playdough. Confidence and self-esteem are promoted exceptionally well and a positive disposition to learn developed.

Children are motivated and interested in the broad range of activities and outings they are offered. The childminder regularly observes children and maintains comprehensive and up-to-date records of their achievements, their next steps for learning and how she intends to incorporate these into her daily activities. Children's learning is easily extended as the childminder skilfully engages with them. Counting and problem solving are naturally introduced during practical activities and routines. Communications skills are easily encouraged as the childminder echoes and rephrases young children's attempts at speech so they can develop the vocabulary they need to express themselves. Conversations, books and activities extend older children's language, as well as their knowledge and understanding of the world around them. Creativity is promoted when exploring different media and materials, such as gloop, foam and paint or when tapping out rhythms when singing songs. Toys are effectively organised so that children can make choices, help themselves and develop increasing independence.

Excellent arrangements are in place for promoting children's good health. Babies and very young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Well-organised routines and excellent support from the childminder help all children understand what is expected of them, develop good hygiene habits and realise the importance of healthy eating, fresh air and exercise. All ages experience indoor and outdoor play and gain control over their bodies as they explore equipment at the park, learn to stand or develop their hand-eye coordination. Children learn how to use equipment and play safely, whether it is cutting up playdough, managing the step in the garden or negotiating the slide or trampette. Extremely positive outcomes are achieved for all children in the happy and welcoming environment she provides.

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	1
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	2
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
--	---

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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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
--	-----