

Inspection report for early years provision

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Inspection date	09/05/2011
Inspector	Marilyn Joy
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 husband and three children all aged under eight years in Shaftesbury, Dorset. Downstairs is used for childminding and includes toilet facilities. Sleeping arrangements are organised upstairs. There is a garden for outdoor play. Shops, parks, schools and pre-schools are nearby.

The childminder is registered for a maximum of three children under eight years and, of these, two may be in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is currently minding five children in the early years age group and two school-age children, of these, one is over eight years. Children attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy and settled in the relaxed and nurturing environment the childminder provides. Strong relationships are developed with parents which positively contributes towards how confident and secure children feel. Their health, safety and welfare are given a high priority and they make good progress overall in their learning and development. The childminder accurately identifies the strengths of her provision and priorities for further development, although her self-evaluation systems are still in the process of being fully established. Children's individual needs are securely met because the childminder gets to know them well and values their individuality.

What steps need to be taken to improve provision further?

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

- develop further arrangements for tracking children's progression and planning their next steps to ensure all aspects of learning are included
- develop self-evaluation processes for monitoring all aspects of the provision in order to identify areas for further development that will enhance outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder has a thorough understanding of child protection issues and knows what to do if she has concerns about a child in her care. The childminder is extremely vigilant in ensuring all safety equipment is in place so that children can move around freely and be safe

and secure. Comprehensive risk assessments are conducted for the home and outings; this helps to ensure potential risks are minimised. All documentation is in place and well organised which means the childminder has all the required information in order to meet children's health and welfare needs.

The childminder has high expectations for her childminding service and is eager to develop her practice. She has many years experience of working with children and has developed a good understanding of child development, although she is new to working with the Early Years Foundation Stage. In order to develop her expertise she has sought advice from local authority advisors and has obtained guidance materials to support her practice. As a result, written records are beginning to reflect her good knowledge of the children in her care. She has identified key areas she wants to improve, although has not fully developed extensive systems for monitoring all aspects of her service in order to help her identify how she can enhance her provision, such as introducing picture labels or name cards to encourage familiarity with words and letters and to challenge older children. Overall, outcomes for children are good and they benefit from the well-organised care provided. Easy access to a wide range of high quality and age-appropriate resources means that all ages can participate fully and become well-motivated independent learners. Simple activities and a variety of resources are used well to raise children's awareness of diversity and encourage respect of others.

A clear emphasis is given to promoting positive partnerships with others. Parents are well informed about the service provided and the care their child receives. Time is spent gathering information about children's individual capabilities, health and welfare requirements when they first attend. Settling-in arrangements are agreed with parents, contributing towards parents and children feeling comfortable and at ease. Communication diaries supplement regular discussions with parents and detail children's daily welfare routines and the activities they have experienced. Parents are able to view and contribute to their child's learning journal at any time. They comment on how satisfied they are with the supportive care their children receive. The childminder is aware of the importance of working with other agencies and settings children attend. She is currently developing systems for working with other settings to help ensure continuity in the care and learning provided.

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

Children are well cared for in the bright and welcoming home environment offered. They benefit from the extensive range of resources which are easily accessible in the playroom and the freedom to decide what they want to do. They enjoy plenty of fresh air as they move freely between indoors and outdoors. For example, children decide they want to play with the dolls and put them in the pushchairs before wheeling them around indoors. They soon decide they want to go further afield and take them outside where they pretend they are going to work in London. Physical skills and spatial awareness are easily encouraged as they fit the dolls into the pushchair and then manoeuvre them along the path in the garden.

The childminder effectively encourages their language, imagination and safety as they talk about what they might see and do on their journey and how they need to be careful about cars if they are walking alongside the road. Simple rules are easily incorporated into their play which helps them to understand what is expected and how to keep themselves safe. For example, a child carefully explained that they need to pick up the toys on the floor before they start playing with the pushchairs because otherwise they might trip over them and hurt themselves or they might get broken and this would make them sad. They automatically take their shoes off when they come indoors and become adept at putting them on again because they get plenty of practice.

Children's personal, social and emotional skills are nurtured well in the calm and supportive atmosphere the childminder provides. Children behave well because they are given clear and consistent boundaries and positive encouragement which also boosts their self-esteem. They learn to work cooperatively with one another as they develop their own play and they learn to take turns and follow instructions when playing board games. The childminder effectively extends problem solving and numeracy skills as she encourages them to name colours and count how many more counters they need during a matching game. An exciting range of reference and story books promote an interest in books and when the childminder reads to them they listen attentively because she does this well. Overall, children have good opportunities to become independent and manage tasks for themselves. For example, pencils, glue and scissors are always available which means they can create their own collage whenever they want to. Step stools and suitable seating means they can reach the basin to wash their hands and sit at the table for meals. Children have opportunities for practising pouring and filling containers when playing with water, although some opportunities are missed at snack time to extend independence with organising the snack and pouring their own drinks.

Children are offered a broad range of exciting and challenging activities which help them to make good progress in all areas of their learning. The childminder gets to know children well and is using her knowledge effectively to support their learning. She regularly observes their achievements and is beginning to record them in their learning journals and plan their next steps, although the system for tracking their development across all aspects is not fully established. Overall, the childminder promotes learning well which enables children to make good progress.

Children's good health is successfully promoted because the childminder has a thorough knowledge of individual health and dietary requirements and ensures these are complied with at all times. Effective health and hygiene routines are consistently followed which helps children to develop good habits themselves. They confidently explain they need to wash their hands and use their own towel for drying them. The importance of healthy eating is encouraged through the provision of nutritious meals and growing their own vegetables. Exercise and active play forms part of the daily routine. Children are extremely comfortable in the childminder's care and demonstrate a strong sense of belonging in the way in which they play and the positive relationships that develop. They learn about being kind and respecting others because this is naturally promoted by the childminder. Many resources reflect the wider world which helps them to develop an awareness

of diversity. Individuality is valued and catered for.

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	2
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	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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