

Inspection report for early years provision

Unique reference number	EY289390
Inspection date	07/03/2011
Inspector	Lorraine Sparey
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 lives with her husband in the village of Kimmeridge, in Dorset. The ground floor of the house is used for childminding purposes and there is an enclosed paved outside play area. The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register. A maximum of six children may attend at any one time and there are eight children on roll, of these six children are in the early years age group. The childminder has two cats which children can have supervised access to. The childminder has an NVQ level 2, 3 and 4 qualification in Childcare and Education. She is a member of the National Childminding Association and the Dorset Quality Improvement Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy their time in the childminder's care. They actively engage in a wide range of interesting activities and play opportunities tailored to their individual needs and abilities. The childminder links closely with parents and other early years settings to ensure a cohesive approach to children's learning. As a result they are making good progress in all areas of their development and learning. Overall, the childminder promotes children's health, safety and general well-being. There are systems in place to reflect on her practice enabling her to make continuous improvement, resulting in positive outcomes for children.

What steps need to be taken to improve provision further?

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

- review the risk assessments to ensure all aspects of the garden that children come into contact with are incorporated and any potential risks identified and addressed.

The effectiveness of leadership and management of the early years provision

The childminder has attended training in safeguarding children and demonstrates clear knowledge and understanding of what to do in the event of a concern being raised. Written policies and procedures support her in meeting children's health, safety and general well-being needs. There are detailed and thorough risk assessments covering the majority of aspects of the home, garden and outings that the children may go on. However, not all potential hazards such as a hosepipe have been included in the risk assessment to fully promote children's safety whilst in the garden. The childminder ensures that children are supervised at all times.

She has improved children's safety by using the rear entrance of the property rather than the front door because it is close to the road. Parents' use of this entrance reinforces children's awareness of safety.

The childminder has a good range of resources meeting the needs of children of various ages. They are easily accessible in low-level draws with photographs to promote children's choices. In addition the childminder displays photographs of various resources and children can choose additional toys. The resources are clean and well maintained ensuring their suitability. The childminder supports children well giving her time equally enabling all children to feel secure and valued. There is a good range of resources providing positive images of all aspects of our diverse society promoting children's understanding of valuing differences.

The childminder has effective systems to monitor and evaluate her practice. She is a mentor to newly registered childminders providing an opportunity for her to continually reflect on her own practice. She is part of Dorset Quality Improvement Scheme and attends workshops on a regular basis through the scheme improving her knowledge of up-to-date childcare practices. Parental questionnaires and discussions with children provide opportunities for them to be involved in the monitoring and evaluating process.

The childminder develops positive relationships with parents and carers. She has excellent settling in procedures which enable parents and children to feel secure before the arrangement begins. Parents are particularly pleased with the effective communication. They report the daily diaries, children's learning and development files and daily discussions provide excellent opportunities to share information in all aspects of their children's learning. Parents can take the children's learning files home to share with other family members and take their time looking at the photographs and observations. The childminder has good systems in place to share information with other early years providers and professionals ensuring their shared approach.

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

Children are enthusiastic and motivated in their learning because the childminder provides interesting and stimulating activities and play opportunities. Children enjoy talking about the frog spawn and how the tadpoles are growing learning about life cycles. They also enjoy watching the birds and identifying them using the colourful posters which are displayed at their height. A child is absorbed in watching the birds feeding with the different shaped feeders. The childminder encourages him to look at the poster and see if he can establish which bird it could be. The child studies the bird and the poster before deciding it was a chaffinch. Children benefit from good quality interaction from the childminder who shows genuine interest in what they have to say and do. As a result children are confident and secure in the setting. Children enjoy listening to stories and are confident to use books appropriately. A child tells the visiting adult their favourite book is called 'Silly Goose'.

The childminder demonstrates secure knowledge of the Early Years Foundation Stage framework. She regularly completes observations, takes photographs and talks to parents about the children's progress at home enabling her to effectively plan the next steps in their learning. There is clear evidence of how the next steps are incorporated into the planning and evidence when the child has met them.

Children know and understand when and why they wash their hands. They automatically wash their hands after coming in from playing in the garden. On occasions they use the same water with anti-bacterial soap. This does not fully support minimising cross infection. Children benefit from healthy and nutritious snacks and meals which they are encouraged to help prepare. The childminder uses the opportunity to talk about different shapes. For example, we could cut the sandwiches into triangles or squares and one of the children asks if they can have theirs cut in rectangles. Children learn about safety through clear explanation and the childminder being a positive role model. A child plays with the ball throwing it in the childminder explains they need to be careful because there are other children around. When the ball goes under the table the child asks if they can borrow the net to get the ball out. Children practice the evacuation procedures on a regular basis and the child minder records any actions they could take to improve the drill. Consequently children are familiar with how to exit the building quickly and safely. Children be have well. They show consideration to their peers and are polite and well mannered. They benefit from the childminder being a positive role model , enthusiastically praising them constantly developing their confidence and building their self-esteem. Children have opportunities to learn about the wider world. For example, they talk about Chinese New Year children made rabbit masks and dragons and enjoyed tasting noodles.

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	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	2
The extent to which children make a positive contribution	2
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
--	-----