

Inspection report for early years provision

Unique reference number	EY422271
Inspection date	11/07/2011
Inspector	Dinah Round
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 husband and two children aged one and four years, in Swanage in Dorset. Minded children may use the ground and first floor levels of the house, although in practice childminding will mostly be carried out downstairs. Toilet facilities and sleep provision is on the first floor. Children have access to a fully enclosed rear garden for outside play.

The childminder is registered to care for a maximum of four children at any one time of whom one may be on the Early Years Register. She is currently minding four children in this age group. She also offers care for older children aged over five years to eight years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled and content in the welcoming and relaxed environment. The childminder has a good understanding of children's individual needs, and overall, provides a broad range of interesting play activities and experiences that foster children's learning and development well. Children benefit from the effective partnerships established with parents, which helps promote continuity for children's well-being. The childminder has some systems in place to help her reflect on her practice, which contributes towards improving 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 organisation of creative play activities so they are adapted for all children's abilities, to provide younger children with a greater range of sensory experiences
- integrate counting, number and problem-solving activities spontaneously within everyday routines and activities, to enhance children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is well organised, with all records effectively maintained to support children's safety and welfare. The childminder has drawn up policies and procedures to inform parents of her childminding practice giving consistency in the care provided for children. Children's welfare is well promoted because the childminder has a good understanding of child protection issues and the

procedures to follow in the event of concerns about a child in her care. Risk assessments are completed for all areas children come into contact with and for regular outings. The childminder completes daily check lists and is pro-active in taking action to minimise risks to children, for example, hazardous rose bushes are cut well back so they are inaccessible to children in the outside play space.

The play space is thoughtfully organised to enable children to move around freely and safely as they make choices about their play. The wide range of clean, good quality, age appropriate toys and equipment are positioned at low level, making them easily accessible to all children. This includes resources reflecting positive images of other cultures to help develop children's understanding of diversity. The childminder makes sure she has sufficient equipment so all children can join in, such as providing two buggies so both children can play happily alongside each other. Children get regular exercise and fresh air through access to daily outdoor play activities either in the garden or during outings around the local community. The childminder has a positive attitude to the ongoing development of the service she offers, and is currently completing a level 3 qualification 'Diploma for the Children and Young people's work force' to support her continuous development. She is beginning to monitor her provision; she has introduced a reflective diary to help her think about how she can improve the play and learning activities she provides for children.

The childminder develops positive relationships with parents. She gains information about each child's individual routines, likes and dislikes through informal discussions and the 'All about Me' form completed by parents. This helps her to support the children's transition from home to her setting. There is a successful two-way exchange of information through the effective use of a daily communication diary, informal discussions and the sharing of children's individual learning journals. This keeps parents well-informed about their children's achievement, well-being and development. The childminder links closely with parents to support children's development, for example, during potty training routines. The childminder liaises with other early years settings that the children attend to provide continuity for children's care and learning.

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

Children are happy and settled in this welcoming child-orientated environment. The childminder has a good understanding of children's individual needs and balances her attention well so that all children feel valued and included. Children benefit from the childminder's warm and caring approach as she offers regular cuddles and reassurance helping children to feel comfortable and secure in her care. The childminder completes observational assessments to help her monitor children's progress and achievements, and refers to these when planning future activities. Activities are well planned and provide children with a broad range of fun and interesting play activities and experiences to foster their learning. For example, children take part in activities around 'growing', where they plant, water and care for different vegetables to help them learn where food comes from. However,

creative activities are not always adapted to suit younger children's needs to fully promote their sensory learning experiences. Children are supported in learning to share and show consideration for others, for example, the childminder provides sensitive guidance to help children take turns when playing with the cat toy and making it meow. Children develop a strong sense of belonging as they have their own named coat pegs and see photographs of themselves displayed. Regular praise and encouragement from the childminder helps to build children's confidence and self-esteem.

Children's independence is well supported, they are encouraged to explore their environment freely and younger children are well supervised as they investigate the play equipment. Children are developing a love of books, the younger children cuddle up on the childminder's knee to look at picture books and older children take part in the local library reading challenge. Children's language is fostered well through the childminder's positive interaction, they take part in rhymes and younger children have fun joining in games of 'peek-a-boo'. Children have access to puzzles and shape sorters to introduce them to some simple problem-solving activities, however, spontaneous opportunities to promote number, counting and matching skills within everyday routines and activities are not maximised. Children's physical development is successfully promoted. The childminder plans play activities to support children when they first start walking and takes them to soft play areas where they can explore safely and use challenging equipment. Children take part in 'mini Olympics', providing fun experiences and helping them learn new skills. A topic on 'mini-beasts' involved children being out in the fresh air to hunt for insects, and going to the library to find books about insects. Children are provided with a variety of creative play experiences including paint, water, dough, and baking activities.

Children's health and safety is promoted well. They follow daily hygiene routines of washing hands before eating and the use of a child's steps helps to promote children's independence. Children benefit from being provided with healthy snacks of fresh fruit and the childminder actively encourages parents to supply healthy options for children's packed lunches to promote healthy eating. Young children's needs are met well by a thoughtful childminder who offers them extra drinks in hot weather. Children are learning how to keep themselves safe in their play through the childminder's close supervision and gentle reminders, such as walking slowly and not jumping when coming down the stairs. Children are taught about road safety and stranger danger when out and about, which contributes towards keeping them safe.

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
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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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