

Inspection report for early years provision

Unique reference number	EY428766
Inspection date	17/11/2011
Inspector	Deborah Page

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 has been registered to care for children since 2011. She lives in Verwood with her husband and two children aged seven and five years. The ground floor only is used for childminding. There is a secure garden for outdoor play. The family has a dog. The childminder is registered on the Early Years Register and the compulsory part and voluntary part of the Childcare Register. She may care a maximum of four children at any one time; of these, two may be in the early years age group. She is currently caring for one child in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a brightly decorated, relaxed and caring environment where they settle well. The childminder works closely with parents to provide continuity of care and learning. Overall, children's learning and development is well supported with a good variety of activities and resources. The childminder supports children's health and safety well. She has effective systems in place for evaluating her provision showing a commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- review planning to ensure children have more time initiating their own activities and use children's interests to further support children in individual areas of learning.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of her role and responsibility regarding the safeguarding of children. She is confident in the procedures to follow if she has a concern about a child's welfare. The childminder completes detailed risk assessments of the areas used by children as well as outings to the forest, park and farm. The premises are secure and the childminder is vigilant in all activities including when people visit the house. Children are always closely supervised. Required documentation is in place and effectively contributes to children's health, safety and well-being.

The childminder has good systems to monitor and evaluate the provision, including regularly reflecting on her practice and attending training to further develop her skills. The childminder welcomes comments from parents and the local authority.

Resources are easily accessible to meet the individual needs of children. These include activities linking with their current interests such as pigs. Children have regular opportunities to access the outdoor area. An excellent resources album of equipment enables children to choose toys that are not so accessible. There is a good range of resources providing positive images of different aspects of our society. For example, children talk about a toy figure sitting in a wheelchair. This supports a positive learning opportunity to increase their understanding of valuing others.

Partnerships with parents are successful ensuring the needs of all children are well met. Informative policies and procedures are shared with parents. In the main play area certificates are displayed for parents. Children's detailed learning journeys with photographs and examples of children's work are accessible to parents at any time. Parents are invited to make their own comments to support children in progressing in their learning. Children have a smooth transition from other settings into the childminder's care. This includes sharing their learning journey to provide consistency in their care and education.

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

Children relate well with the childminder and make good progress towards the early learning goals. They are confident and happy in their activities. Children benefit from the good interaction provided by the childminder who is always close by to support them. However, this occasionally restricts the opportunities for children to explore and investigate resources and initiate their own activities. Children behave well and are happy to share and take turns at activities such as making cups of tea and sharing musical instruments. The childminder often praises children during activities and rewards them for good behaviour supporting their self esteem.

The childminder has a secure understanding of the Early Years Foundation Stage framework. She effectively uses information from other settings, parents and her own observations to fully promote children's learning. She has developed quality systems for assessment and makes good use of children's current interests at most times, for example, to plan activities such as visits to a farm. However, less consideration is given to how children's interests can be used to support them in their learning at routine activities, such as play dough.

Children enjoy playing with role play equipment, making cups of tea for the childminder who talks with them about safety issues such as how to cool the tea by blowing. The childminder encourages the children extending their play through including dolls and soft toys in a picnic. Children enjoy counting them making sure there are enough cups and saucers. This supports children's skills for the future. Children show concern when they accidentally bump the dolls head cuddling them acting out familiar roles they have observed. Their language skills are supported as the childminder talks about fruit displayed on the plates. Children are attracted to the variety of musical instruments, enjoying creating music as they play the organ.

They invite the childminder to join in, giving them a shaker. Children concentrate well as they listen to a story about a train and answer questions supporting their knowledge and understanding of the world. They relish the time spent in the garden playing on the trampoline, blowing bubbles and creating their own pictures exploring different coloured paints. The childminder talks to them about the colours and how they make purple, supporting their creative skills.

Children effectively learn about the importance of following a healthy lifestyle. Good hygiene practices are implemented as children regularly wash their hands thoroughly before eating and after playing outdoors. Pictures are displayed to remind children when they need to wash their hands. They ask to wash their hands after nappy changing. Children benefit from the childminder's discussions with parents about meals. There are colourful posters displaying fresh fruit and vegetables and children enjoy nutritious meals such as casserole, fish and fruit. Drinks are accessible at all times. Children are learning how to cross the road safely on outings. They know why the safety gates are in place and they are learning how to be careful with hot liquids during role play.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met