

## Inspection report for early years provision

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<b>Unique reference number</b>	EY350115
<b>Inspection date</b>	21/11/2011
<b>Inspector</b>	Marilyn Joy
<b>Type of setting</b>	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 2007. She lives with her partner and school age child in a house in Alum Chine, Bournemouth. The ground floor is used for childminding and includes toilet facilities. Upstairs is used for sleeping. Schools, shops, pre-schools and community facilities are all within walking distance. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to provide care for five children under eight years; of these, three may be in the early years age range. There are currently three children on roll and all are in the early years age range. The childminder is an accredited member of the local authority childminder network.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder offers an extremely well organised and challenging environment where children's individual needs are comprehensively met. Overall they make excellent progress in all areas of their learning and development. Superb partnerships are developed with parents which significantly contributes towards how quickly children settle and gain confidence. Children's health, safety and well-being are significantly enhanced by the childminder's highly effective practice. Rigorous self-evaluation processes help the childminder to achieve and continue to maintain exceptionally high standards.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- developing the garden further with numbers, signs and labels to encourage children's curiosity and provide practical opportunities to use them.

## **The effectiveness of leadership and management of the early years provision**

Children are safe and protected from harm. The childminder has an excellent understanding of child protection issues and knows what to do if she has concerns about a child in her care. She completes comprehensive risk assessments and implements highly effective safety measures throughout her home. This means children can move around freely and safely. The childminder continually reviews her safety arrangements and makes effective changes. For example, she has put a warning triangle in her car to alert other motorists of a potential hazard if she has to stop on the side of the road. Excellent procedures are in place for keeping children safe on outings and when going for walks.

The childminder is exceptionally well organised in her care of the children. She uses comprehensive documentation to support her excellent daily practice. She ensures she has all the information she needs to meet children's individual needs. Exemplary relationships are developed with parents and other settings children attend. Significant emphasis is given to developing effective channels of communication so that strategies to support children are consistent and achieve successful outcomes. Parents are extremely satisfied and feel fully involved in the care their children receive. They are very well-informed through daily discussions and a comprehensive range of written materials. For example, they receive extremely detailed newsletters, policies and procedures and children's progress records.

The childminder has extremely high expectations for her service. She very carefully considered how she could effectively address the recommendation raised at the last inspection. She sought advice and improved her resources. As a result, she effectively helps children to learn about and understand the society in which they live through a wider variety of resources and activities. For example, the children add a ramp to the doll's house so that the wheelchair can be pushed in. She has completed an early years qualification, booked further training and developed excellent methods of self-evaluation. She has strong links with the local authority and has successfully completed the Bournemouth Quality Standards to become an accredited childminder. She seeks feedback from parents and children which significantly contributes to her highly effective plans for further improvement. Paramount consideration is given to getting to know each child and tailoring their care accordingly. Children thrive in the highly supportive and inclusive environment offered. Overall, they have access to an excellent range of high quality resources which are effectively stored to encourage their independence. Children achieve well because of the environment they are in.

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

Children are extremely happy and settled in the childminder's care. They seek her involvement in their play and benefit from exceptionally good interactions that ensue. Relaxed conversations follow children's interests and extend communication skills. Children's speech is encouraged with clear vocabulary. They are listened to and given time to express themselves. Children benefit from meaningful praise which successfully boosts their confidence and self-esteem. Consistent boundaries, as well as clear explanations, help children to learn right from wrong and keep themselves safe. The childminder encourages positive behaviour extremely well in the calm and relaxed atmosphere she provides.

Children make excellent progress in all areas of their learning because the childminder gets to know them well. She regularly observes what children can do and their interests so that she can develop an accurate assessment of their development. She uses this information to identify their next steps and plan relevant and challenging activities to support their progression. Parents and other

settings are successfully involved in this process. For example, the childminder takes children to the library to find books about dragons because parents mention they are interested in them. Children enjoy visiting the beach so the childminder uses this as an opportunity to encourage mark-making and early writing in the sand. The childminder has created an indoor environment rich in print where children can learn about the importance of words, for example, through using names, labels and signs. However, there are few numbers or signs outside to inspire children's curiosity further or offer practical opportunities to use them. For example, to encourage parking the wheeled toys when children have finished playing with them or to label the bulbs they have planted. Children's home language is positively valued with dual-language books and welcome signs.

Children engage in an extensive range of challenging activities. Regular outings and visits to toddler groups broaden their experiences and help them to gain confidence in socialising with others. They develop their physical skills when they explore large equipment at the park and manoeuvre wheeled toys in the garden. They practise their hand-eye coordination when attempting to throw and catch the ball or using a range of different tools and small equipment. They work out how to open the doors and fit play figures in and out of the castle. Babies and young children become increasingly competent in feeding themselves because they are encouraged to be independent and practise. Children learn about the world around them when visiting the fire station, the farm and the Aquarium. They make musical instruments, a fruit crumble and a collage. Children have excellent opportunities to flourish given their individual starting points and capabilities.

The childminder expertly manages children's health, safety and welfare to ensure outstanding outcomes are achieved. Babies and young children are extremely content because their individual health, physical and dietary needs are met to an exceptional standard. They develop an excellent understanding of the importance of following good hygiene routines. They confidently demonstrate how they have to wash their hands. At snack time they learn about making healthy food choices. Children receive excellent support to use tools and equipment safely, for example, when cutting up the fruit for snack. They benefit from high quality support from the childminder which helps them to feel safe and gain an exceptionally strong sense of security. Enthusiastic and extremely dedicated care means children have fun and enjoy their time with the childminder.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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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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