

## Inspection report for early years provision

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<b>Unique reference number</b>	EY430144
<b>Inspection date</b>	18/01/2012
<b>Inspector</b>	Deborah Page

<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.

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 has been registered to care for children since 2011. She lives with her partner and two children aged nine and 11 in Christchurch in Dorset. The ground floor of the premises is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She may care for a maximum of six children at any one time; of these, three may be in the early years age range. There are currently six children on roll in the early years age group. The family has a pet dog and two guinea pigs.

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

Overall the quality of the provision is good.

Children have settled well in the bright, child orientated, welcoming environment. The childminder is working closely with parents to enable children's needs to be well met. Overall, children have access to a good selection of activities to help them progress well in their learning and development. The childminder, generally, supports children's health and safety well. She has made a start in developing systems to monitor and evaluate her provision and shows 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:

- encourage babies and toddlers to make marks and to squeeze and feel resources, such as paint, gloop, dough and bubbles
- review the risk assessments to cover anything with which a child may come into contact, particularly the slippery playroom floor.

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

The childminder demonstrates a good understanding of her role and responsibility regarding safeguarding children. She is clear about the procedures to follow, should she have a concern about a child's welfare, or any other safeguarding issue. Risk assessments have been carried out for all areas of the premises used by children, although the playroom floor has not been fully risk assessed. The childminder recognises the garden fence needs attention and therefore is not currently using the outdoor area. However, children are regularly taken on outings including trips to the park and the beach. All required documentation is in place which contributes to the effective promotion of children's health, safety and general well-being.

The childminder has effective systems in place to monitor and evaluate the provision, including working closely with her mentor and the local authority. The childminder reflects on her provision through reviewing equipment and furniture to enable children easy access to resources such as writing materials and books. She is very committed to training to develop her service, thereby improving outcomes for children. Resources are deployed well, enabling children to have freedom of choice in activities. Children's understanding of valuing others is promoted, with a sufficient range of resources reflecting positive images of diversity. The childminder talks with the children about different animals and the noises they make, valuing difference.

The childminder is developing effective partnerships with parents as children settle. Numerous policies and procedures enable parents to be fully informed about the provision. The childminder and parents regularly exchange information including how children are progressing at home. Parents know that they are welcome to see children's learning journeys at any time. Parents comment their children settle very quickly and have built a strong bond with the childminder. They are very pleased with how their children are progressing. There are currently no children on roll who attend other settings, or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if this situation changes.

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

Children enjoy playing with the play dough, making worms and talking to the childminder about eyes they are making. They have several opportunities to explore resources and make marks, including a choice of chalk, roller pens and wax crayons. However, there are fewer opportunities for toddlers to explore and experiment with a range of resources to support their creative development. Toddlers enjoy stretching their muscles, as they are learning to stand up and view activities from a different perspective. Children gallop around the room imitating a horse playing with the farm animals. They are learning the names of the animals and the sounds they make with the support of the childminder. Children are encouraged to be independent, as they develop their skills for the future, peeling their orange at snack time and counting grapes. Toddlers enjoy exploring the sounds and watching the lights on interactive toys, spinning the ball around as they listen to the music. Children are attracted to the new bookcase, where they choose a book. An older child is pleased when they find a puzzle in one of the books. Upon successfully fitting the pieces together, they tell the childminder they want to do it again. The toddler enjoys lifting flaps, with the childminder talking to them about the animals they see, supporting their language skills.

The childminder demonstrates a good knowledge of the Early Years Foundation Stage framework. She effectively uses information from parents and observations as well as children's interests in supporting their development and learning.

Children's behaviour is appropriate for their age and stage of development. Children relate well, with older children showing affection to toddlers waking up from their morning sleep. Children cooperate well, clearing away equipment as they tidy up. They are regularly praised by the childminder during activities, and are gently reminded about the rule for kind hands to support sharing.

Children are learning about the importance of a healthy lifestyle. They regularly wash their hands before eating and their independence is supported when finding the bin and throwing away their paper towel. Children benefit from good nappy change systems, including the thorough cleaning of the changing mat. Children are encouraged to eat a healthy diet and learn about good choices at snack time, such as fresh fruit. Drinks are accessible at all times. Children benefit from being closely monitored during their sleep. They are learning how to keep themselves safe when crossing roads on outings and eating slowly to prevent choking. They become familiar with what to do in an emergency, as they practise emergency procedures.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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