

## Inspection report for early years provision

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<b>Unique reference number</b>	EY433585
<b>Inspection date</b>	22/02/2012
<b>Inspector</b>	Marie Thompson
<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 was registered in 2011. She lives with her husband and their two children, who are aged 3 years, in Lyme Regis, Dorset. The ground floor of the home is used for childminding. The bedrooms on the second floor are used for sleeping. There are toilet facilities on the ground floor. Children have access to the enclosed front garden for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years, with no more than one of these in the early years age group at any one time. There are currently nine children on roll, of these four are in the early years age group. The childminder is also able to offer before and after school care. The family have three cats.

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

Overall the quality of the provision is good.

The childminder provides good care for children. She promotes the achievements, welfare and development of children mostly effectively. The working partnerships with parents and carers help to ensure that the unique needs of every child are identified and met. The childminder organises her documentation very well and her safeguarding procedures are good. The childminder's capacity for maintaining ongoing improvement is good. She is clear about what she does well within her practice and has identified priorities for future development to promote effective outcomes for the children.

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

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

- increase the range of positive images and resources available to help children embrace differences including diverse physical characteristics, including disabilities.

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

Children are effectively safeguarded because the childminder has devised a range of policies and procedures to promote their welfare, which are shared and understood by parents and implemented consistently. The childminder understands her role and responsibilities with regard to child protection because she has attended a recent training course. The environment in which children play and learn is supportive because the childminder gives due consideration to maintaining

children's health and safety. For example, she keeps a clean and tidy home and completes a risk assessment, which is underpinned by daily checks. The childminder talks to children about their safety, for example, about moving slowly in the house, avoiding accidents by tidying up, and the dangers of the road. During fire safety day, the children practice a fire drill, took part in fire safety activities, and received a certificate for their achievements. This helps children to feel and be safe. The childminder holds a recognised certificate in first aid and is able to respond effectively if a child sustains a minor injury. All the required records and documentation are in place for the safe and effective management for the setting, and are maintained appropriately. These include an accident book, medicine administered and daily records of children's hours of attendance. These measures help to promote children's welfare.

The childminder has developed good relationships with the parents. They receive a copy of the policies and procedures before their child starts, to inform them of the service she provides. The childminder ensures that the parents are fully aware of their child's day through detailed daily dairies and regular conversations. She has started to make good links with other settings providing the Early Years Foundation Stage that children attend. The childminder has completed the Ofsted self-evaluation and is aware of her strengths and areas for development. She has a strong commitment towards driving improvement and since registration has attended a training course, and has developed her practice through meetings with her early years advisor. This will improve outcomes for all children.

The childminding environment is warm and welcoming and provides child-friendly play spaces. As a result, children are confident showing good levels of self-esteem and building strong relationships within the setting, with both adult and peers. The toy boxes are well stocked with a wide range of quality resources which support most areas of children's learning and development very well. The childminder supports inclusive practice as she values and acknowledges each child's needs and family circumstances.

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

Children are very settled and at ease because the childminder spends all her time playing with them and has a good understanding of their interests and individual daily routines. Consequently, they form warm and trusting relationships with the childminder and feel safe in her care. Children undertake a variety of activities such as painting and role play. To ensure they have opportunities for outside play, the children visit the park or play in the garden each day. They often visit the beach where they run along the seashore and collect pebbles and shells to take back to make collages. Children used leaves and twigs from a recent nature walk to make super pictures of hedgehogs. This supports children's good health through access to fresh air and by promoting fun through exercise. The childminder demonstrates a sound understanding of child development. She has taken on board the Early Years Foundation Stage and the learning and development requirements. The childminder records children achievements by

observing them at play. This book builds into a full and informative record of the child's development. The childminder includes observations of children's learning and dispositions, and records children's next steps. Parents add to this record to show what is happening at home, which helps support consistent care for children.

Children demonstrate their growing ability to problem solve as they sort coloured beads using tweezers. The childminder uses the fabric pond and assorted cloth frogs and fish to help children learn about size, shape, colour and position. Children are developing their language skills and engage the childminder in conversation confidently. This is because she listens to them and speaks calmly giving them time to answer. The childminder extends children's communication, language and literacy further by playing games using the phonic flash cards and nursery rhyme story sacks. Children learn about other cultures through celebrations, cooking and craft activities. For example, for Diwali they made coloured masks and sweets, they used string and blew paint to make firework pictures and for Chinese New Year they made hand print dragons. However, the range of positive images and resources available to help children embrace differences including diverse physical characteristics, including disabilities are limited. Children develop a love of books through listening to their favourite stories. The childminder engages them with her animated reading as well as encouraging children to turn the pages of the book and asking them questions about the story.

Children are happy and confident in the childminder's home. A close and caring relationship with the childminder increases children's sense of trust and helps them feel secure. Children's behaviour is good and sensitively managed by the childminder. Positive praise and encouragement are features of the day, encouraging their social skills and self-esteem. Parents currently provide their children's main meals. They are offered drinks regularly throughout the day to ensure that they do not get thirsty. The childminder ensures all children are provided with a wide range of experiences which contribute towards their learning and development.

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## 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	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

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