

Inspection report for early years provision

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Inspection date	07/08/2012
Inspector	Michelle Tuck
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.

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 registered in 2012. She lives with her husband and five children aged 16, 15, 13 and twins of eight years, in Shaftsbury, Dorset. Childminding takes place on the ground floor with sleeping facilities on the first floor. There is a small garden for outdoor play. The family has a dog and a tortoise.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a total of six children under eight years old, of whom three may be in the early years age group. There are currently seven children on roll of which three are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and confident to learn in the stimulating and relaxed environment. The childminder provides an inclusive service to children, which means their welfare and development needs are effectively met and they make good progress in their learning. Overall, procedures to promote children's safety are good and most documentation is in place. The childminder evaluates her practice and demonstrates a good capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- review the risk assessments to cover anything with which a child may come into contact, particularly the safety of the front door and access to dog food.

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 demonstrates a secure understanding of the procedures to follow should she have concerns about a child in her care. The childminder carries out detailed risk assessments of the premises and outings, reducing known hazards effectively. However, the children are able to access dog food which is in a bowl on the bathroom floor and although the front door is locked the key is not removed. Most documentation is in place and is well organised to help underpin children's welfare and safety.

Toys and equipment are easily accessible in the lounge, which encourages children's independence in making choices and selecting toys for themselves. The

childminder has a good selection of toys showing positive images of diversity, such as books, dressing up clothes and puppets reflecting different backgrounds. The childminder cares for children from different cultural backgrounds and is highly effective in including all children and making them feel valued. This helps to raise all children's awareness of diversity.

The childminder creates highly positive relationships with parents and works closely with them to help children settle and gain confidence in her care. Parents receive plenty of information about their child's day, the activities they experience and how the childminder organises her daily practice. Parents receive copies of her policies and procedures, which can also be accessed on her website and have ample opportunity to discuss them as part of the settling-in routines. The childminder liaises closely with other early years settings that children attend to promote good continuity for children's care and development.

Since registration the childminder has successfully developed her practice through further training and the good support she receives from external agencies. This helps ensure she is well informed of relevant courses and current information. The childminder evaluates her practice, recognises her strengths and addresses areas for improvement. This demonstrates good commitment to maintaining continuous improvement in order to provide good quality care for all children.

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

Children are clearly happy in the childminder's company and move around the home with confidence. They make good progress in their learning as they choose what they want to play with from age appropriate resources. Children receive good adult support. For example, when completing a puzzle, the childminder supports the children to find 'straight' edge pieces to make the outside and then the other pieces to make the picture. Following the children's success the childminder quickly offers praise at their achievement. This helps to build their confidence in trying new activities. The childminder knows the children's interests, she requests initial and ongoing information from parents and others involved in the children's care. She uses this information when planning activities to move learning forward. This is evident in the children's development folders that begin to show a clear record of their progress. For example, young babies progress from crawling to walking through the provision of appropriate activities and the childminder's encouragement. These are available to parents. While development records are in the early stages, observations from the childminder and from home alongside photographs of children involved in activities demonstrate an increasingly shared knowledge of the children. This helps to provide continuity and consistency in children's learning.

Children's speech and language skills are developing well as they happily initiate conversations with the childminder. She repeats words to help them identify that sounds have meaning. Children happily 'chat' back to her, as they begin to recognise the sounds. Posters displaying words in English and the children's home

languages help support their understanding of the written word. The childminder ensures children have daily opportunities to play out in the fresh air. They learn about healthy lifestyles through discussions about the importance of exercise and fresh air and the foods in their lunch box. Children demonstrate good personal hygiene procedures as they independently wash their hands after using the bathroom. Children have access to a good range of books, including some in the children's home language. Young children begin to learn how one action has an effect on others as they push, pull and press parts to create noises and make lights flash, on electronic toys. This means that children are developing good skills for the future.

Children feel safe with the childminder. They are confident, eager to please and have clearly developed caring relationships with the childminder as they confidently approach her for a cuddle. The childminder promotes a very calm, yet consistent, approach to supporting children's behaviour. She is mindful of their individual stages of development, using clear explanations and distraction techniques to help children to play cooperatively together. Methods are discussed and agreed with parents in order to promote consistency with home. Mealtimes are social occasions and children are very polite and say 'please' and 'thank you' at appropriate times. They learn about road safety when out and about and know they are not to talk to people they do not know.

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