

## Inspection report for early years provision

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<b>Unique reference number</b>	EY102235
<b>Inspection date</b>	04/06/2009
<b>Inspector</b>	Samantha Powis

<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.

## **Description of the childminding**

The childminder registered to care for children in 2002. She lives with her husband and two children aged eight and 12 years in a quiet residential area a short walk from Ferndown town centre. All areas of the home are registered to provide care, the main areas used for childminding are on the ground floor and include a playroom, large hallway, lounge and conservatory with access to toilet facilities on this level. There is a secure rear garden area for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for up to six children under eight years, of whom three may be in the early years age group. There are currently 15 children on roll, five of whom are in the early years age group.

The childminder is a member of the Dorset Childminding Network and National Childminding Association and regularly attends local toddler groups.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is outstanding. Children benefit greatly from the childminder's total commitment to supporting children's individual needs. Excellent relationships are established with parents allowing her get to know each child and their family well, ensuring that the provision she offers fully supports them. Children are very happy, settled and relaxed within the welcoming family home. They access an extremely good range of resources and play activities using the very well organised indoor and outdoor environments. The childminder has a strong commitment to improving outcomes for children and accesses training, guidance and professional support to promote her continuing development.

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

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

- continuing to forge links with other settings providing care for the children to offer greater consistency when supporting their development.

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

Children benefit greatly from the well organised and child focused facility. Use of both indoor and outdoor areas is considered fully to maximise children's enjoyment. Maintaining children's safety within the home and when on outings is a priority for the childminder. She constantly reviews her practices to ensure they support the welfare and safety of all those attending. The childminder is very well organised and uses documentation very effectively to support her in her role.

The childminder demonstrates a strong commitment to improvement and constantly reflects and evaluates the provision's success in supporting children's needs. She regularly attends training and workshops and where necessary, adapts her already good practice to make it even better for the children. She constantly seeks further information from support services, books and current research to increase her own knowledge about specific areas to benefit children's care and learning. She has sought training and information about safeguarding procedures since her last inspection, ensuring she has a secure knowledge of this area enabling her to react appropriately in the event of a concern regarding child protection.

The childminder develops excellent relationships with parents to support her in meeting children's individual needs. Regular exchange of both written and verbal information enables her to tailor her daily routines to reflect the needs of the children. Parents are provided with excellent information about the childminder's role and about how she uses the Early Years Foundation Stage to support their children's care and learning needs. The childminder organises 'home visits' to each child before they start attending. This gives her a clear awareness of children's home lives enabling her to reflect and respect this in the care she offers them in her own home. She shares with parents details of how children are progressing which includes photographs of the children involved in their play, which helps them all work together to support children's learning and development. Parents are asked to share their views about the service she provides, all of which highly compliment her skills in supporting their children and her flexible approach. She is in the process of establishing links with other settings which the children attend to help all those providing for the child to work consistently.

## **The quality and standards of the early years provision**

Children make extremely good progress in their learning and development due to the excellent range of fun, interesting and challenging activities provided by the childminder. A wide range of resources and materials are easily accessible, allowing children to make choices and direct their own play. Photographs of the children engaged in activities and examples of their own creative work adorn the walls in the hall and playroom, making children feel special and motivating them into becoming involved. This, along with the childminder's dedication to supporting children as they play, encourages them to be enthusiastic learners who are keen to explore. They are comfortable in the familiar daily routines, which are planned to support their individual needs. Excellent systems are in place to monitor and evaluate children's progress, using observations of the children involved in everyday activities to skilfully plan for their next steps.

Children are keen to become involved as the activities planned are based on their own interests and preferences. They talk animatedly about their observations of the caterpillars they have been caring for and how these 'opened their wings and flew away'. Excellent resources are easily accessible to support and extend the children's interests, such as a story sack about a hungry caterpillar, posters, and play insects for the children to examine. The childminder is highly skilled and exploits every opportunity to challenge children further through their discussions.

They compare the weight and size of objects as they use the water, sand and small world toys, often counting spontaneously as they play, thus demonstrating their increasing awareness of number and measure. They confidently use the child size gardening tools to dig the garden and feel a sense of pride as they see the seeds and seedlings which they have planted growing. Children feel valued and have high levels of confidence and self-esteem. They receive lots of encouragement throughout the day and their individual achievements are highly praised. Children's behaviour is managed fairly and consistently, which helps them to understand boundaries and supports them in becoming more able to work co-operatively with others. The childminder acts as an excellent role model, encouraging the children to be polite and caring towards others. Children enjoy many opportunities to get out and about. They often go on outings on the bus, visiting places such as farm parks and the beach. They attend toddler groups and enjoy spending time with the childminder's own older children and children who are cared for after school, enjoying the additional stimulation this provides.

Children learn the importance of keeping themselves safe as they take part in practising the emergency evacuation procedures. The childminder shares her considerations with the children which helps them to think about the safety of others as they play. For example, when playing in the garden, a young child places a traffic cone on the grass to indicate to others that he is playing with the bat and ball so they need to be careful. Children follow excellent routines to support their health, which helps them develop a positive attitude. They are encouraged to bring in a toothbrush to clean their teeth after mealtimes and understand the need to wash their hands before they eat. They enjoy healthy snacks and are reminded of the importance of having a drink as they play, so they don't become dehydrated. They learn about staying safe in the sun, following the childminder's good example of wearing sun cream and a hat when out of doors.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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

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