

Inspection report for early years provision

Unique reference number	139283
Inspection date	21/02/2011
Inspector	Dinah Round

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.

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Description of the childminding

The childminder was registered in 1992. She lives with her husband and their adult son in Bridport, Dorset. The ground floor is used for childminding purposes with toilet facilities provided on the first floor. There is a fully enclosed rear garden available for outside play. The childminder is registered to care for a maximum of five children at any one time of whom three may be on the Early Years Register. She is currently minding 6 children in this age group. She also offers care for older children aged over five years to nine years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder has an NVQ level 3 qualification in Children's care, learning and development.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled in the welcoming environment provided. The childminder has a good understanding of children's individual needs and overall provides them with a varied range of interesting play opportunities and experiences. Children's welfare is promoted well, and they benefit from the effective partnerships established with parents and most early years providers. The childminder has a positive attitude to the ongoing development of her practice and continues to evaluate ways of how she can improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- consider ways to further promote positive attitudes to diversity through activities that acknowledge children's linguistic diversity, and help children learn about their own and other people's lives
- develop further the current systems to liaise with other providers delivering the Early Years Foundation Stage so it covers all individual children to ensure continuity of learning and care
- increase opportunities for children to use mathematical language and skills within their play and everyday activities and routines

The effectiveness of leadership and management of the early years provision

The childminder is well organised. The required documentation is effectively maintained to support children's safety and welfare. The childminder's policies and procedures are shared with parents to inform them of her practice and promote consistency in the care of children. Detailed risk assessments are completed for all areas children come into contact with and for any outings, which makes sure that

risks to children are identified and minimised. Effective security measures are followed by the childminder to ensure that children cannot leave the premises unsupervised. The childminder has a secure understanding of the signs and symptoms of child abuse and is aware of procedures to follow if she has concerns about a child in her care. This contributes towards safeguarding children.

Children can move around freely in their play with access to a broad selection of clean, age appropriate toys and equipment, including resources reflecting diversity. The childminder has a positive attitude to the inclusion of all children; however, opportunities to promote children's linguistic diversity and help children learn about their own language are not fully explored. The childminder ensures that there is a sufficient range of materials so that all children are included and able to join in the activities. Children have opportunities to play and learn outdoors, which provides them with regular fresh air and exercise. The childminder maintains continuous improvement through attending ongoing training opportunities, such as workshops on practical inclusion, and observation, assessment and planning. She has recently completed an NVQ level 3 in children's care, learning and development, which has helped her to develop her practice further. The childminder has effective systems in place to evaluate her provision. She seeks parents and children's views to help her identify areas for further development in the care she provides for children.

The childminder develops good working relationships with parents. She gains information about each child's individual routines when they first start and organises settling-in sessions to support children's transition from home to her setting. Informal daily discussions, alongside use of daily diaries for younger children means there is a regular exchange of information with parents. This keeps parents well informed about their child's care and welfare, such as sleep times, nappy changes, and the food eaten. The childminder has created individual folders for children, collating photographs, observation and assessment records to monitor their progress. These are shared with parents to provide information about children's development and individual achievements. The childminder has some systems in place to liaise with early years providers that children attend to help provide continuity of care and learning, although, this has not yet been extended for all children in the early years age group who attend other settings.

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

Children are happy, settled and relate well to the childminder and their peers. The childminder is aware of each child's individual needs and balances her attention well so that each child is offered support and encouragement to help them achieve. The childminder has a good knowledge of the early learning goals, using observational assessments effectively to help her monitor children's progress and achievements. These are used successfully to help the childminder plan future learning opportunities. For example, older children get involved in making wind chimes for the sensory garden planned for the younger children. Children benefit from the provision of interesting activities often linked to topics, such as 'Building Project', where they build their own house from cardboard boxes. This creates fun

play and learning experiences for children. The childminder provides a good role model and helps children to learn to share and have consideration for others. For example, children are reminded to share the felt pens with each other when colouring their pictures. Children receive regular praise and encouragement which boosts their confidence and self-esteem.

Children's communication is successfully promoted through ongoing conversation and discussion. For example, they enjoy sharing the book they have brought from home with the childminder, who introduces letter sounds and asks questions to develop children's thinking. Children show good pencil control as they concentrate carefully to follow the maze, saying with great excitement 'I got it right' when they reach the end. Children have access to some mathematical resources and activities to introduce them to number and shapes; however, they do not regularly use mathematical language during everyday activities and routines. Children have opportunities to use their senses to explore a range of media including paint, sand, dough and clay, and younger children are able to investigate the various items in the treasure basket. Children get involved in activities about different festivals as they make masks for Chinese New Year, copy Chinese writing and decorate Chinese lanterns. This helps to raise children's awareness about the wider world. Children take part in frequent outings, such as visits to the library, and trips to the local parks and feeding the ducks.

Children health and safety are promoted well. They know to wash their hands before eating and confidently use their individual coloured towel. This helps to minimise the risk of spread of infection and teaches them good personal hygiene routines. Children are provided with healthy snacks of fresh fruit and have access to water at all times to prevent them from becoming thirsty. Children learn how to keep themselves safe in their play, for example, the childminder reminds them how to use scissors properly when cutting out their pictures. Children are taught road safety when out and about, which helps to develop their understanding about keeping safe on outings.

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