

Inspection report for early years provision

Unique reference number	510845
Inspection date	19/01/2009
Inspector	Dinah Round
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 1997. She lives with her husband and teenage daughter, in a house in the Oakdale area of Poole, in Dorset. The whole of the ground floor is used for childminding, with sleep provision provided on the first floor. Toilet facilities are easily accessible on both levels of the premises. Children have access to an enclosed front garden for outdoor play. The family have a cat which children have supervised contact with.

The childminder is registered on the Early Years Register, and compulsory and voluntary part of the Childcare Register for a maximum of five children. She currently cares for three children that are in the early years age group and three children in the older age group.

Overall effectiveness of the early years provision

Children are happy, settled and have good relationships with the childminder, she is supportive of children's individual needs and makes sure they can all take part in the activities. Children have access to a variety of age appropriate play opportunities, however, these are not always sufficiently organised to fully enhance children's learning. Children benefit from the welcoming homely environment provided, their welfare is effectively promoted overall, with good procedures in place to encourage a healthy lifestyle. Some systems have been put in place to start to evaluate the quality of the childminding provision.

What steps need to be taken to improve provision further?

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

- review organisation of the play environments to maximise children's learning and development and provide greater opportunities for child-initiated creative play experiences
- review strategies used to manage children's behaviour to ensure that children are given clear boundaries and know what is expected of them
- ensure procedures to identify and minimise risks to children cover all areas
- continue to develop systems to assess children's progress and development, linking with parents to promote continuity of care and learning

The leadership and management of the early years provision

Appropriate records are in place to support the childminder's practice, and stored securely and confidentially. A record of risk assessment for areas used by children and any outings has been completed to help minimise risks to children. However, not all aspects are fully identified including evacuation of the premises in an emergency. Policy statements are shared with parents to inform them of her practices, such as the importance of excluding children when they are infectious to

help minimise the spread of cross-infection. There are some systems in place to help monitor the childminding provision, although, in practice opportunities to extend the learning experiences for children are not always fully explored. For example, an area provided for creative activities is not always used and therefore children have limited opportunities to freely access the resources and initiate their own ideas.

The childminder regularly attends training to continue to update her skills and is still developing her knowledge and confidence in using the Early Years Foundation Stage. The childminder has a sound understanding of her responsibilities to safeguard children. Effective relationships have been established with parents and carers which helps the childminder care for the children's individual needs. The informal discussion at the beginning and end of the day means that information about a child's day is shared on a regular basis. However, the children's individual progress records are not shared with the parents to help promote continuity of learning.

The quality and standards of the early years provision

Children are happy and settled in the friendly and welcoming environment provided. The childminder has a sound understanding of children's developing needs and organises a variety of play experiences during the week. This includes daily opportunities for fresh air and exercise through walking to school, trips to the local parks and visits to weekly parent and toddler groups. Children benefit as the childminder interacts in a warm and caring way, allowing them to choose their activities from the clean, well maintained toys positioned around the play areas. The childminder makes good use of the local toy library to extend her play provision and ensure children have access to resources that promote diversity. Children have fun as they listen to the nursery rhyme tape, and the childminder helps them to think about how many bottles are left when joining in the 'five green bottles' song. Children concentrate carefully to complete the playground puzzle and benefit from the praise and encouragement given by the childminder in recognising their achievements. Children are kept sufficiently well occupied with the toys, however, at times, the management of children's behaviour is not fully effective and children interrupt and raise their voices to get attention.

Children's individual routines are followed which makes sure they remain settled and secure. The current assessment systems to support children's progress are in the early stages and still being developed by the childminder. Children are suitably supervised within their play, although, some procedures have not taken all risks into consideration. Children's health and well-being are promoted well, as they follow through effective hygiene procedures and talk about why they need to wash their hands before having their food. Children have access to drinks throughout the day which makes sure they do not get thirsty.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.