

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY407902       |
| <b>Inspection date</b>         | 20/09/2010     |
| <b>Inspector</b>               | Brenda Flewitt |
| <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 March 2010. He lives with his wife and two daughters, aged 13 and eight years in a house in Canford Heath, Poole, Dorset. The ground floor is used as the main accommodation for childminding purposes. This comprises of a living room, conservatory, kitchen and cloakroom. Rest and extra toilet facilities are available on the first floor. There is a fully enclosed garden available for outside play. The family has two pet cats, to which the children have supervised access. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. He works with his wife, who is also a registered childminder. When working alone, he is registered to care for a maximum of five children, three of whom may be in the early years age group. When working with his wife, they may care for up to 11 children. There are currently 11 children on roll between both childminders, of these, eight are in the early years age range. The childminder also cares for children over the age of eight. The childminder is a member of the National Childminding Association and a local childminding group.

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

Overall the quality of the provision is good.

Children are well-cared for in a safe, secure and welcoming family home, by the childminder and his co-childminder, who work very well together as a team. Children are involved in a broad range of activities, both in the home and through a variety of outings, which helps them make good progress in their overall development and learning. Excellent partnerships with parents enable the childminder to know the children as individuals and support them effectively. The childminder has some good methods in place to evaluate the provision and ensure he continually makes improvements that enhance children's experiences.

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

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

- enhance children's opportunities to explore changes in the natural world by arranging for them to be involved in planting and growing activities
- review the organisation of resources so that young children can make spontaneous choices from a full range, to extend their own play and learning.

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

The childminder works well with his co-childminder to form an effective team to meet children's individual needs. He implements clear policies and procedures to

promote children's welfare and safety. Detailed risk assessments are completed to ensure that children play in a safe environment, both in the home and on outings. The childminder has a good understanding of safeguarding children, which includes recognising signs and symptoms of abuse and the procedure to follow if there are concerns. He keeps his knowledge up-to-date by attending training, and children's existing injuries are recorded as routine. All this helps to protect children from harm. All required records are in place, completed clearly and extremely well organised.

Children use a good range of toys and resources, which is enhanced by borrowing from book and toy libraries. Overall, children can access toys easily and choose for themselves. For example, children select books from low-level shelves to look at with the childminder. However, there are occasions when the younger children cannot easily make spontaneous choices from a full range of resources, to extend their own play and learning. The childminder makes good use of local facilities to enhance various areas of children's development. Daily outings to various venues enable children to meet a range of people and use an extended choice of equipment. For example, children enjoy a weekly music group, where they explore making sounds with various instruments. Children develop a positive attitude to people's differences through the good example set by the childminder when they are out, and they use resources that reflect positive images of diversity.

The childminder promotes excellent working partnerships with parents. He supplies comprehensive information about the setting in the form of a detailed prospectus, clear written policies, and notice boards. There are daily opportunities for sharing verbal information in order to meet individual needs, and parents enjoy seeing photos of their children's day, which are sent to them electronically. Parents are fully involved in contributing to the records of their children's progress. The childminder establishes links with other settings that children attend, who deliver the Early Years Foundation Stage, in the form of 'communication books', which helps support their development.

The childminder has some good methods that contribute to continuous improvement. He has completed a self-evaluation document, which has helped identify areas for development, such as improving the facilities in the garden. He continues to develop his knowledge of caring for children through liaising with other early years professionals to share good practice, and by enrolling in a local quality assurance scheme.

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

Children are happy, settled and secure in the care of the childminder. They make good relationships with him, his co-childminder and one another. Young children develop a sense of belonging as they use individually labelled equipment, and see their artwork displayed in the childminder's home. Children learn to be kind, take turns and speak respectfully to one another. They know what to expect through familiar routines, such as eating at the table and not wearing shoes in the play

area. They receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem.

Children are involved in a broad range of activities, both inside and outside, that help them learn through play. Their creative development is encouraged through role play, such as dressing up and caring for 'babies', and various art and craft activities. They explore a variety of materials including dough, which they manipulate using tools, their hands and shaped cutters. Children become aware of number and concepts such as size and shape as they play and count everyday objects. They enjoy books and stories, developing vocabulary as they join in familiar words. Children's days include a wide range of outings, which promote their social skills as they meet other children and adults, and an awareness of the world around them. Venues such as farms, woodland adventures and the beach encourage children's curiosity in nature. The childminder, together with his co-childminder, complete detailed assessment records, which clearly link to the Early Years Foundation Stage guidance. This leads to clear plans for children's next steps in their learning.

Children enjoy a healthy lifestyle. They learn good procedures for their personal hygiene, and make choices from healthy options at meal times. They learn independence in practical skills such as cutting their own fruit, or buttering bread. Children begin to understand about the importance of healthy foods through discussion, books and role play. Children understand about aspects of their own safety as they get to know safe routines for crossing roads and are clear about agreed boundaries. The childminder reminds young children how to use equipment safely, for example, to sit on a sofa rather than stand. Children know what is expected if they must leave the house in an emergency because they practise the escape plan regularly.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <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

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|------------------------------------------------------------------------------------------------------|---|
| <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                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

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|------------------------------------------------------------------|---|
| <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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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