

Inspection report for early years provision

Unique reference number	EY414754
Inspection date	17/01/2011
Inspector	Bridget Copson
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 2010. She lives with her partner and child aged 21 months, in Bournemouth, Dorset. The whole of the ground floor is used for childminding, including two play rooms and a toilet. There is a fully enclosed garden available at the back of the house, for outside play.

The childminder is registered to care for a maximum of five children at any one time, two of whom may be in the early years age group. She is currently minding one child in the early years age group. The provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder delivers and collects children from the local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well by the childminder who promotes their health, welfare and safety in most areas of the provision. Children are all included and valued as individuals and see a positive reflection of one another within her home to promote their sense of belonging. Their learning is planned, promoted and monitored according to their interests and stage of development. As a result, children are making good progress through the Early Years Foundation Stage. Systems for evaluating the quality of her provision are developing in most areas. The childminder values the importance of continuous development. She strives to implement improvements to further promote her professional practice and the Every Child Matters outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure all unused electric sockets are made safe or inaccessible to children
- develop the self-evaluation form to ensure areas for improvement are identified for all aspect of children's individual care and learning needs.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded by the childminder who has effective systems in place to assure their safety and well-being. She has a clear understanding of her child protection responsibilities and the procedures to follow in the event of any concerns to safeguard children. Policies, procedures and risk assessments are implemented to ensure good standards of health and safety are maintained. However, an unused electric socket in the play room is accessible to children. The

childminder organises her time well to ensure she can dedicate her time to supervising and interacting with children and meeting their routines.

The childminder has effective systems to monitor and evaluate the quality of her provision. She is completing the Bournemouth Quality Standards assessment modules and identifies training needs for herself. In addition, she has started to complete an Ofsted self-evaluation form and has established regular links with the local authority in developing her practice. However, the self-evaluation form is not sufficiently established to identify areas for improvement linked to all aspect of children's individual care and learning needs.

The childminder creates a positive environment in which she presents as a gentle and patient role model. Children behave very well and play positively with one another. The childminder ensures all activities are fully inclusive and cares for children with equal consideration. Children are also well supported in learning about diversity within their local community as well as in the wider world.

The childminder has established successful partnerships with parents who are provided with comprehensive information to support them in making an informed choice. Parents are kept well informed through daily communication, daily feedback forms and displays. Children are not cared for by any other settings. However, the childminder is aware of the need to establish effective links with other providers for consistency should this change.

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

Children enjoy a good range of activities to promote all areas of their learning and development. This is made easily accessible to promote independent play. Their progress is monitored and encouraged well through observations recorded in each child's Learning Journey with examples of their work to illustrate their achievements. From this information, the childminder plans their next steps of learning within the activities she knows they enjoy. As a result, children are interested, active and challenged.

Children are very happy and settled. They demonstrate a good sense of well-being. For example, they explore with interest, move about freely, laugh together and cuddle up to the childminder with affection. Children's communication, language and literacy are developing very well. They express themselves openly through sounds, gestures and using their developing vocabulary in context. They share their knowledge through pointing and naming objects and pictures. This is extended by the childminder who keeps a record of their language development to re-iterate words and to introduce new ones. Children enjoy books, which they choose freely, and mark make purposefully. They learn about numbers, shape and size through exploring puzzles, sorters and hearing the childminder count aloud. Children are involved within the local community through attending regular groups each week and using the local facilities. For example, toddler and childminder activity groups, trips to the beach, nature walks and outings to the parks. Children

use their imaginations well in creative activities, with role play resources and small world toys. They also enjoy exploring musical instruments and dancing to songs.

Children feel safe and secure within the childminder's care which they demonstrate through the trusting relationships established. They are supported well in learning about keeping safe through her house rules and guidance and practising the fire evacuation procedure. Children's health is promoted well within a clean and hygienic environment. They learn about good personal hygiene effectively through thorough hand washing routines and eating together at the table. The benefit from well balanced and nutritious home cooked meals and fresh fruit snacks. They exercise daily with a good range of activities indoors, in the garden and out and about locally to promote their health and physical development.

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	3
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
--	---

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

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
---	-----

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