

Inspection report for early years provision

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Inspection date	12/07/2011
Inspector	Deborah Page
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 2011. He lives with his wife, who is also a registered childminder, and their children aged 10 and seven years. They live in a residential area close to Poole town centre in Dorset. The majority of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children may attend at any one time; of these three may be in the early years age group. In addition, when working with another childminder he may care for 11 children, of whom six may be in the early years age group. The childminder currently has seven children in the early years age group on roll. The childminder is registered to provide overnight care for one child. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a happy, child orientated environment. Children benefit from good quality resources and interaction from the childminder. Consequently, children are making good progress in their overall learning and development. The childminder provides a variety of resources that also link in with children's favourite activities. Most aspects of children's health and welfare are supported well. Systems used to monitor and evaluate include the childminder working closely with his co-childminder, reflecting on their practice and updating policies and procedures to provide positive outcomes for children.

What steps need to be taken to improve provision further?

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

- extend existing risk assessments to ensure that risks are minimised in the garden including hazardous plants
- extend existing systems to minimise risk of infection to include younger children when washing hands and increase children's awareness of supporting their own health, with particular regard to wiping noses.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good understanding of his role and responsibilities with regards to safeguarding children. Overall, he works closely with his co-childminder to ensure there are effective systems in place to support children's safety and welfare most of the time. Detailed risk assessments are carried out,

including daily checks of the premises to ensure children are safe and secure; however, some aspects are not fully assessed. For example, hazardous plants such as stinging nettles are accessible in the outdoor area. All required documentation is in place, promoting children's general wellbeing.

The childminder and co-childminder work closely together to regularly review systems in place, and parents are welcome to make their own comments. The childminder reflects on play activities to ensure improving outcomes for children. The childminder is continually developing his knowledge by keeping up-to-date with current practice through training; for example, he is studying for a Diploma in Childcare and Education. Space is well-organised, enabling children to have easy access to resources. The childminder ensures equipment and resources are well maintained, including toys reflecting positive images of diversity. Children relate well with each other and adults. They are beginning to learn about valuing difference as they talk about the colour of each other's eyes.

The childminder has developed effective partnerships with parents, therefore children are settled and secure during their time in his care. He and the co-childminder share policies and procedures with parents, and obtain required written parental consents. Parents comment that the childminder "creates learning opportunities from everyday experiences". The childminder is a super role model for their children, and provides a detailed daily log of activities. Parents are welcome to see each child's learning journey, including photographs of children actively involved in activities. The childminder and co-childminder are developing effective partnerships with other settings and schools children attend, to enable information to be shared to ensure consistency and appropriate support in children's care and learning.

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

Children are happy and confident as they play. They enjoy playing in the welcoming environment decorated with their art work, photos and posters. Children can easily access a variety of resources including their favourite activities and books.

The childminder works closely with his co-childminder to ensure children are well supported in the next steps of their learning. There are effective systems in place to ensure all children are progressing in all areas of learning. He is developing his confidence and knowledge of the Early Years Foundation Stage to ensure positive outcomes for children. Observations are linked to the different areas of learning and children's next steps are used in the planning of activities; for example, the childminder sits on the floor with younger children who enjoy searching for objects hidden out of view. The childminder talks gently to the child, who eagerly finds the objects.

Younger children are developing well; they are exploring their surroundings and choosing from the variety of resources, including their favourite toys that make

different sounds. They are beginning to vocalise and are confident to let others know when they need a cuddle. They enjoy investigating the variety of equipment, including what happens when they press the head of a chick. They are confident in pulling themselves up on low-level furniture to stretch their limbs and see things from a different perspective.

The children ask to play a game with the childminder and they choose a snail game. They choose the colours of their snails and a race begins. The childminder encourages the children to match the colour on the dice with the colour of their snail and then move it along the board. There are a lot of snails in the race and this impacts on children's behaviour as they get restless. However, the childminder does recognise this and adapts the game to meet their needs. Children happily co-operate in tidying up after activities. They demonstrate good manners and are considerate to each other.

Children cannot wait to play outdoors. They are encouraged to put on their shoes as they hurry to choose their favourite activity. Some children are eager to ride the wheeled vehicles and other children choose the trampoline. They bounce and stretch as they jump up and down. The children are well supported as they share the trampoline and take it in turns to bounce. Children have different opportunities to make marks - including making patterns in the soil - and so develop their mark making skills. Children also enjoy visiting the gym club and musical events, where they play instruments and join in with songs and rhymes; this is supporting their creative and language skills.

Younger children investigate the outdoor surroundings, including a small climbing frame, under close supervision. They make different facial expressions as they feel the grass between their toes. Children enjoy the freedom to explore the wider environment making regular eye contact with adults as they move around. They eventually settle on a rug and explore the large pegs and peg board.

Children get plenty of opportunities for fresh air and exercise including the outdoor area. Children are developing healthy habits; they regularly wash their hands and are well supported as they climb on a small stool to reach the wash basin. They know which towel belongs to them. However, good practice is not always followed when occasionally younger children's hands are not washed before eating their snack. The childminder does not always follow good practice when supporting children with nose wiping. Children learn about healthy options as a well organised snack time is enjoyed by all the children. They relish the opportunity to taste different fruits and snacks. Time is given for children to explore different tastes and find out which fruit they like as they ask for more nectarines. Children learn about safety; they carefully climb the steps and make sure the zip is well fastened on the trampoline safety net before jumping.

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