

Inspection report for early years provision

Unique reference number	EY437933
Inspection date	19/07/2012
Inspector	Marie Thompson
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 registered in 2011. She lives with her husband and two children, aged eight and five years, in Bournemouth, Dorset. The downstairs of the property is used for childminding, which includes a downstairs toilet and living room, dining room and kitchen. Children have access to a bedroom for sleeping. Children have access to an enclosed garden for outside play. The family has a pet hamster.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time and may provide overnight care for one child. There is currently one child on roll in the early years age group. The childminder is a member of the National Childminding Association and Bournemouth Quality Standards scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The competent and caring childminder works with a good understanding of children's individuality, which enables her to meet their needs well. Children have access to a good range of resources and equipment, which stimulates them to make choices and be independent. The childminder has a good working relationship with parents, which supports the progress that children make. She is beginning to develop appropriate partnerships with other early years settings that children attend. The childminder has a good capacity to maintain continuous improvement and build on what she already has in place as she uses varying methods of self-evaluation constructively.

What steps need to be taken to improve provision further?

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

- develop partnerships with other early years settings that children attend, in order to enhance continuity and progression in learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has good arrangements in place to safeguard children. She is able to recognise any concerns about children and deal with them competently. The childminder has a good understanding of effective working practices. She expects children to explore and play in all available play spaces. Therefore, she minimises

potential hazards that children may face by carrying out thorough and effective risk assessments. This enables children to play enthusiastically both indoors and outdoors, which has a positive impact on their confidence and learning. These comprehensive safety measures throughout the premises and sensible routines on outings all help to keep children safe. The childminder shares informative and concise written procedures and policies with all parents. This helps to ensure that she manages the child-friendly setting safely and efficiently.

The childminder, in agreement with parents, uses the Montessori approach to learning in conjunction with the Early Years Foundation Stage to help children learn and develop. Consequently, children build the foundations for life long learning across a range of topics and skills. Children spend time in a very well organised environment. They use resources and spaces which are of a very good quality and which benefit them greatly. The childminder works tirelessly to support children's all round learning and development with the resources. She allows children to make decisions for themselves about what they want to do, for example children choose to play outside or paint. However, she is always nearby to support children, offer guidance or join in with their play. This enhances children's enjoyment and gives them the time and space to develop important skills. As a result, children are confident in their ability and have a strong sense of self-esteem. The setting is inclusive as the childminder treats each child as a unique individual. She supports each child well so that they are able to build on skills that they bring to the setting. For example, the childminder supports the children's home language and communicates with them in English and Spanish. Children have many opportunities to understand about their diverse world in an age-appropriate way.

The childminder is reflective about all aspects of her childminding practice, using varying methods of self-evaluation constructively. For example, she actively seeks feedback from parents, both verbally and in children's daily diaries, and observes children diligently. She then uses this information to understand what she does well and what she wants to improve. The childminder uses regular training opportunities to update her skills. She also uses quality assurance schemes, which enables her to set targets for future improvements. As a result, the childminder has an accurate understanding of her strengths and weaknesses. There has been good progress made since registration.

The childminder works well with parents. They understand about their children's progress, they review their child's learning journey story and the childminder keeps them up to date about the daily activities in the setting. She has begun to build partnerships with other early years settings that children attend, in order to enhance continuity and progression in learning and development. However, this is not fully developed to consolidate children's specific areas for development.

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

Children are happy, enjoy playing and are settled in the security of the childminder's home. Children make good progress as they take part in a wide range of learning opportunities and direct their own play. They confidently select, explore and make decisions about what they would like to do and choose toys they wish to play with, such as the marked pouring jabs or touch tablets from the Montessori resources. Through these activities children learn about textures, measure and depth to develop their sense of self-control, responsibility and discipline. Children explore all spaces and show an enthusiasm for what they decide to do. For example, they freely go into the conservatory which serves as a play room and paint a picture or choose the play dough to bring indoors. This demonstrates that children feel that they belong in the setting. Children have a secure and trusting bond with the childminder. They interact very naturally and clearly enjoy each other's company as they bounce on the trampoline together blowing bubbles. The childminder promotes children's spoken language effectively as she asks questions and encourages children to express themselves. For example, during the bread making activity the childminder talks to the children about the ingredients and every aspect of the process. This includes the preparation of themselves and the kitchen for the task ahead. Children pour the ingredients in the bowl and knead the dough, and then roll the dough into shapes on the baking tray. Once cooked the children spread butter on the warm bread for snack time. The childminder extends children's learning further by asking them about the taste and texture and what has happened to the butter on the warm bread.

The childminder has a firm understanding of children's interests, starting points and preferred learning styles. She observes children regularly to understand their progress. She collates assessment information very well so that she can track children's progress towards early learning goals. In addition, the childminder uses the information to plan for children's ongoing learning and to share with parents. This helps to ensure that children engage in interesting and challenging activities, which supports their development well. The childminder has good understanding of the Early Years Foundation Stage. She also gives children the chance to play freely and have many worthwhile first-hand experiences. Outside children experiment with digging and planting. While indoors they show a great interest in books and dancing or doing gymnastics to popular music. Children also have many other play opportunities when they regularly go on outings to facilities within the local area.

The childminder promotes children's welfare consistently well. Children understand about keeping themselves safe, for example, when getting on and off the trampoline. The children relish the attention they receive and consistently hear praise and encouragement for their efforts and achievements. They participate on equal terms with the childminder, joining in willingly and responding appropriately to expectations at all times. Consequently, their behaviour is very good. Children have a good understanding of healthy lifestyles and choices. They talk about healthy foods at snack time and during cooking activities and see the importance of personal hygiene and exercise. Children acquire many skills as they play. They

develop a good understanding of the wider world and are well equipped with the skills they need to secure future learning. As a result, the children learn effortlessly and have a level of understanding beyond their years.

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
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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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