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| Inspection report for early years provision | |
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| **Unique reference number** | EY34\*\*\*\*\* |
| **Inspection date** | 23/03/2009 |
| **Inspector** | Dinah Round |
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| **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 2006. He lives and works with his wife who is also a registered childminder, and her daughter aged 11 years. They live in a house in Poole, in Dorset, close to local shops and a park. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Toilet and sleeping facilities are provided on the first floor. The family has one dog, two guinea pigs and two chickens 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 to care for a maximum of six children at any one time. When working with a co-childminder, together they may care for a maximum of nine children. They are currently caring for eight children in the early years age group between them and provide overnight care for one child in the early years age group. The childminder is currently studying towards a Level 3 National Vocational Qualification (NVQ), and is a member of the National Childminding Association (NCMA).

**Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. The childminder and his co-childminder provide a happy, welcoming environment where all children are valued. Children's welfare is given high priority, their individual needs are effectively followed and they are making good progress in their learning and development. The strong partnerships with parents and other carers means that continuity of care and learning for children is extremely well supported. The childminder and his co-childminder have a positive attitude to the continuous development of their provision and take effective steps to improve outcomes for children.

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

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| To further improve the early years provision the registered person should:       * further promote children's development by reviewing play opportunities to ensure they provide a balance of learning experiences and activities * provide opportunities for children to get involved in identifying risks to help further their understanding of how to stay safe. |

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

The provision is very well organised with all necessary records maintained which helps to ensure children's safety and welfare. The childminder follows the policies and procedures developed by his co-childminder to support him in providing for children's care and learning. The childminder carries out detailed risk assessments for all areas children use, activities and for any outings. These are updated as required, for example, when the family acquire two chickens this is fully assessed to ensure any risks to children are identified and effectively minimised. The childminder has a clear understanding of the signs and symptoms of child abuse and the procedures to follow which helps him in his role of safeguarding children.   
  
The childminder has a clear understanding of children's needs, he communicates regularly with his co-childminder to ensure that the day runs smoothly so children are well supported. For example, information about children's individual routines is shared and both childminders ensure sleeping children are regularly checked. The childminder is committed to attending training and workshops to develop his practice, such as food safety and safeguarding awareness. The childminder is pro-active in continuing to develop the provision and links closely with his co-childminder to help make improvements that benefit children's care and learning.  
  
Children benefit from the strong partnerships established with parents and others. The effective key worker systems in place means each childminder has responsibility for particular children, carrying out observations and assessments, and liaising with parents to actively involve them in their child's development. Information about children's welfare and learning including communication with other early years settings the children attend is regularly exchanged. This is through the use of the home-link diary for all children which helps to promote continuity of care and learning. Parents are kept well informed about the provision through the comprehensive information provided, including the prospectus, notices, newsletters and a website. Parent questionnaires are sent out to seek parents' views to help improve the service offered to children.

**The quality and standards of the early years provision**

Children are happy, settled and secure in the warm, child-orientated environment provided. The well-organised play space ensures that all children can move about freely and safely between rooms and choose from a good range of age appropriate play provision. Children benefit as the childminder takes an interest in their play asking questions and providing encouragement to help children make progress in their learning. For example, children concentrate as they click and drag with the mouse on the computer, and he offers sensitive support to help them count and match the different animals. The childminder uses his developing knowledge of the Early Years Foundation Stage to make observations of children's progress and plan for their next steps. Children enjoy a broad range of interesting play experiences and activities which include regular outings. Children have good opportunities to be creative and explore sensory play materials, such as paint, gloop and cooking activities.   
  
Children show curiosity as they observe the egg being collected from the hen's cage and eagerly tell their friends who arrive back from pre-school. Children's independence is fostered well, as resources are easily accessible and children confidently make choices in their play. They enjoy both indoor and outdoor play experiences, although, at times, full consideration is not given to the balance of activities and children can spend most of the morning on one particular activity, such as the computer. Children are gaining an awareness of their local community and the wider world through the many outings, and planned activities around different festivals and celebrations. Children show consideration to others as they learn to share and play together. They have good self-esteem due to the regular praise and encouragement from the childminder.  
  
Children's health and well-being are extremely well supported. Their physical development is promoted very well as they enjoy good opportunities to be active and play outside, and have use of large play equipment through regular visits to parks and indoor soft play environments. Children learn about the importance of keeping healthy through ongoing discussions, for example, at lunch time they talk about which foods are healthy. Effective hygiene routines are followed which successfully minimises the risks of cross-infection and protects children. The childminder takes positive steps to ensure his home is safe and secure. Children are taught about road safety when on outings and take part in evacuation practices which helps keep them safe. Opportunities to develop children's understanding further and fully involve them in risk assessing are not explored. The childminder introduces simple games, such as 'I Spy' and 'Count the red buses' to keep children interested and occupied during car journeys.

**Annex A: record of inspection judgements**

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| **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**

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| **How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?** | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

**Leadership and management**

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| **How effectively is provision in the Early Years Foundation Stage led and managed?** | 2 |
| How effective is the setting’s self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 1 |
| How well are children safeguarded? | 2 |

**Quality and standards**

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| **How effectively are children in the Early Years Foundation Stage helped to learn and develop?** | 2 |
| **How effectively is the welfare of children in the Early Years Foundation Stage promoted?** | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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| 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**

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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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**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.