

Inspection report for early years provision

Unique reference number	EY361587
Inspection date	06/01/2009
Inspector	Christine McInally
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 was registered in 2007. She lives with her husband and their child aged two years in the Bewbush area of Crawley, West Sussex. The whole of the childminder's house is used for childminding purposes and there is a fully enclosed garden for outside play. The childminder is happy to walk to local schools to take and collect children. She attends the local parent and toddler groups. The family have two cats. The childminder is a member of a local childminder support group.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time. She also cares for children aged over eight years. She is currently caring for one child full time and two children on a part time basis, who are all on the Early Years Register.

Overall effectiveness of the early years provision

Children are cared for in a warm, inclusive environment where the childminder is fully aware of their interests and capabilities. She provides a good range of resources and activities that interest them and meet their individual needs. The systems for observation and assessment are in their infancy, but the childminder has a secure knowledge of how to support the children's learning and development in the Early Years Foundation Stage. The childminder fosters close working relationships with parents, helping to fully support children's development and learning. No children in her care currently attend any other settings, but she states she would work in partnership if they did. Through the use of self-evaluation she is beginning to reflect on her practice and demonstrates a good capacity for improving what is offered to the children.

What steps need to be taken to improve provision further?

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

- continue to develop the use of observation and assessment to further promote children's learning across all areas.

The leadership and management of the early years provision

Children are cared for in a well organised, child friendly home. The environment is designed to provide a wide variety of stimulating, interesting and enjoyable play and learning opportunities. The childminder has positive relationships with the children and supports them extremely well in their play and learning. All required policies and procedures are in place and followed to ensure children's welfare is effectively safeguarded and promoted. The childminder has an extremely positive approach to her professional development and has attended additional training courses since her registration, including training on observation, assessment,

planning and record keeping. The childminder has commenced a process of self-evaluation and while this is still in the early stages of development she is beginning to use it to further improve the service she provides for the children in her care.

Good partnerships are established with parents and carers, which helps to ensure children are cared for according to their individual needs. Information is shared daily and the childminder always allows time for discussion. Parents are provided with useful information about daily routines and welfare along with written information about their child's learning and achievements to enable them to support this at home.

The childminder maintains children's well-being by continuously monitoring safety issues in and around the home, and by supervising children closely. She understands and addresses children's developmental changes through a process of ongoing risk assessments to keep the environment safe as children grow. Children are safeguarded as the childminder has a very clear understanding of child protection policies and procedures. She is aware of her role and responsibility to protect the children in her care. Parents are made aware of her child protection policy so that they know what action she will take if she has any concerns.

The quality and standards of the early years provision

Children are happy and confident in the childminder's care. They relish the cuddles and comfort they receive and actively seek out the childminder for help and support. The learning environment is well presented to help children make good progress towards the early learning goals. Children are fully involved and interested in the various activities available to them because the childminder joins in and consistently talks to them about what they are doing. For example, as they discuss the various shapes they have made with the play dough. There is a balance of child-initiated and adult-led activities, which help children to be active learners. They benefit from the childminder's relaxed manner and encouragement as they play. She takes individual children's interests into account when planning activities and effectively includes the six areas of learning. Children's ability and involvement in different activities is observed and recorded. Communication skills are encouraged well. Babies' attempts at speech are echoed and conversations imitated. Children enjoy a wide range of activities that contribute to their imaginative, physical, creative and language skills, such as role play, drawing, music and baking. Children learn about the world around them through regular outings, including walks and visits to toddler groups. They explore battery operated and cause and effect toys. The childminder has a very positive attitude towards equality and how to support children with additional learning needs or disabilities so that each child is acknowledged as being unique. Children have good opportunities to learn about themselves and others through planned activities and the range of resources available to them that reflect diversity.

The childminder's home is clean, safe and welcoming for children, providing ample space to play. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection. Children learn about the importance of good personal hygiene and understand why they need to wash their hands before eating

food or after visiting the toilet. The childminder teaches the children about the dangers of the road when walking in the community. The childminder works closely with the parents to ensure that children gain the necessary nutritional balance for positive growth in a very caring environment. Consequently, they enjoy wholesome nutritious food, which the childminder prepares considering their likes and dislikes and individual dietary requirements. They socialise with others in groups and visit local amenities. The childminder acts as a good role model and uses effective strategies to promote positive behaviour, consequently children relate very well with each other and the childminder.

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

Overall effectiveness

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

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?	2
How well are children safeguarded?	2

Quality and standards

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?	2
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

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

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 registration.

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.