

Inspection report for early years provision

Unique reference number	EY361242
Inspection date	10/04/2009
Inspector	Stacey Sangster
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 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 works with another childminder and that childminder's husband in their home. The household includes the co-minder, her husband and their two school aged children.

She may care for up to six minded children under her own registration, of whom only three may be on the Early Years Register (EYR) and up to nine minded children, of which only six may be on the EYR, when working as a childminder with an assistant or co-childminder. When working with two co-childminders or assistants she may offer care to up to 11 minded children of whom no more than nine may be in the EYR age group and no more than three may be under one year. Six children are on roll, five of whom are in the Early Years Register age group

The premises are a semi detached house in St Leonards and it provides space for a maximum of 11 minded children in total. Access to the property is via a short flight of concrete steps. Both floors of the home are used for childminding and there is a fully enclosed garden for outside play.

The childminder is also a partner of a full day care setting which is registered to provide such care under the registration of Childcare on Domestic Premises. The Childcare on Domestic Premises registration applies when there are four or more other adults working to provide childcare at the premises at the same time.

Overall effectiveness of the early years provision

Overall the quality of the provision is good, children's needs are effectively met in this setting. Children are able to access good quality resources in a safe and stimulating environment which supports their learning and development well. The childminder provides care tailored to meet each child's individual needs and has a good understanding that all children are unique. The service offered is regularly reviewed to identify any weaknesses and ways in which the service can be improved. The childminder is committed to ongoing improvement.

What steps need to be taken to improve provision further?

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

- improve the detail within the record keeping
- clarify the contractual arrangements for the children and ensure that it is clearly identified who is the key person for each child

The leadership and management of the early years provision

The childminder works closely with two other registered childminders and shares the responsibility for ensuring that the early years provision is led and managed effectively, she demonstrates that she has the knowledge and understanding to work as effectively alone as when working with the other childminders.

The childminder is undertaking the Early Years Foundation Degree which supports the expansion of her knowledge and understanding of children's learning and development and enables her to support children more effectively, she has completed child protection training and is aware of the procedures that must be followed in the event that she has any concerns about a child in her care.

The childminder has completed a self evaluation of the setting and is able to identify how to improve the service being offered. Changes have been made since the introduction of the EYFS and this meets the requirements of her registration. Relationships with parents and carers are good and the exchange of information between them enhances the care and education that children receive.

The childminder ensures that children are aware of how to respond in an emergency by practising monthly fire drills. Safeguarding children is given high priority and the childminder ensures that children develop an awareness of how to keep themselves and others safe. She has appropriate procedures to minimise the risk of cross infection and the spread of infectious illnesses.

Arrangements for the production of policies and procedures to ensure continuity between the childminder and her co-childminders and provide information for parents are well-established. Most of the documentation in place is clear and enhances the childcare that is offered. Some minor omissions within documentation, such as not always recording children's full names diminishes the effectiveness of some of the recording systems. Currently the contractual arrangements for some children are unclear. For example some children are contracted to have their care provided by this childminder but one of the other co-childminders has been identified as the child's key person. Not identifying who is caring for the child could result in a lack of clarity which impacts negatively on the usefulness of the documents.

The quality and standards of the early years provision

Children have fun and enjoy the time spent in the setting, they are supported to access a range of activities and resources which promote their learning and development equally in all six areas of learning. The childminder gets to know children well and identifies what motivates and interests them.

The environment is organised to maximise learning opportunities with children able to select independently from a wide range of resources stored at child level. Planning is well organised and links to children's individual learning preferences and personalities. The childminder aims to ensure that children have fun as they

learn and enjoy the day. She ensures that children are given opportunities to not only build on what they already know, to practise their skills and develop confidence.

Systems are in place to record observations of what children can and cannot do and these form the basis for assessment. The assessment is effectively used to support the planning activities to help individual children towards their next developmental steps. Information about the children's care needs is shared between the childminder and parents on a regular basis and ensures that the changing needs of young children are identified and consistently met. Systems for sharing information about children's learning in relation to the EYFS are being developed.

Children behave well, supported by the positive strategies in place, these include using positive reinforcement of 'good' behaviour and children receiving gentle reminders if they forget or appear unaware of what is expected of them. Children are encouraged to develop good understanding of hazards and how to avoid them. Healthy snacks and meals are provided, children respond well to trying new foods that they have helped to grow and harvest in the garden.

All children have opportunities to share the cultural festivals and celebrations important to themselves and their families as well as looking at and gaining a wider understanding of other celebrations from the wider community. They become aware through this that people have different ideas and beliefs and are encouraged to show tolerance and respect for each other's differences. Children's future well being is supported by the skills that they learn, and their development as interested inquisitive learners.

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.	3

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

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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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