

## Inspection report for early years provision

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<b>Unique reference number</b>	113884
<b>Inspection date</b>	03/11/2008
<b>Inspector</b>	Susan McCourt

<b>Type of setting</b>	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 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 first registered as a childminder in 1994. She lives with her husband and one teenage son. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder can care for five children, with no overnight care, and currently has five children on roll, of which three are on the Early Years Register and two are on the compulsory part of the Childcare Register. The property is a mid-terrace house situated in the Gossops Green area of Crawley. The childminder uses her lounge/dining room for her minding and toilet facilities are on the first floor. There is a medium-sized garden for outdoor play. There are two dogs in the household.

## Overall effectiveness of the early years provision

Children are very well cared for. The childminder thoroughly enjoys her time with the children and has a strong sense that meeting the children's needs is very closely tied to meeting the families' needs. Her approach to inclusion reflects this commitment and ensures that children are at the centre of her work. The childminder is continually looking to build on her experience and set a high standard, which is reflected in the training that she does and her self-evaluation process.

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

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

- use observations and assessments to plan learning experiences for children, and evaluate plans to ensure they are effective in meeting children's needs.

To fully meet the specific requirements of the EYFS, the registered person must:

- complete an appropriate paediatric first aid course by  
20 February 2009

20/02/2009

## The leadership and management of the early years provision

The childminder has a clear understanding of her role and responsibilities, and aims to be part of the extended family for the children in her care. She takes great care in meeting each child's individual needs and has a positive approach to inclusion, which ensures that all children are welcomed in her home. She has a strong commitment to training and has a level 3 qualification in childcare and is currently doing a level 3 in play-work. The childminder is booked onto a course to renew her first aid certificate but was unable to do so before her last certificate expired. She has sought information from other reputable sources to ensure that she has up-to-date information, which helps to minimise the impact on children's

wellbeing. The childminder completes self-evaluation forms to help monitor her work and demonstrates a good understanding of her strengths, while taking steps to address any areas for improvement.

Children receive consistent care because the childminder works closely with parents and other day care settings to meet children's needs. She gathers a good range of information to help the child settle and keeps all documentation in good order which underpins children's welfare. The childminder also liaises with the local pre-school settings to ensure consistent care and plans to liaise with schools when the children in her care start to attend.

The childminder has a strong understanding of her role in safeguarding children. She has all the appropriate written guidance about child protection to hand and is clear that the welfare of the child is paramount.

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

Children play in a cosy and child-friendly home, and benefit greatly from the warm and affectionate relationships the childminder creates. She has organised her home to secure the space that children can use, so that they have full access to play equipment and can be supervised at all times. Children play independently and the childminder is skilled at responding to children's play to extend their ideas and vocabulary, building on a shopping game for example, to name different fruit and vegetables. Children enjoy a healthy diet in the childminder's care and her attention to hygiene and cleanliness minimises any risk of cross-infection. Children take part in regular fire drills and enjoy a high standard of safety as an effective risk assessment process is maintained. Children are representative of a diverse community and the childminder works closely with parents to ensure that they have authentic and meaningful experiences when learning about other cultures. Children gain a good sense of right and wrong, and the childminder uses her insight skilfully to support children's self esteem, while teaching them good ways to communicate their feelings. For example, when a child was frustrated and getting cross, the childminder checked what the child wanted and negotiated a solution to suit all the children, and showed how to ask in an assertive way. This technique helps all the children to gain social skills for playing and learning together.

Children's learning and development is well fostered. The childminder has a sound understanding of child development and shows great insight into their individual personalities. She spends time to get to know them and uses observations of their achievements to note where they are at in their development, and this information is freely available to parents so that ideas can be discussed. The childminder has always adapted the equipment and activities to reflect children's stages, for example, re-organising furniture as a baby starts to walk, and is developing a system of observations and planning to continue to effectively meet children's needs. Currently the system notes ideas for children's next steps, but does not evaluate those ideas to see if they have been effective, which makes it difficult to see where strengths and weaknesses lie.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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](http://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

The provider confirms that the requirements of the voluntary 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 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.