

Inspection report for early years provision

Unique reference number	EY370414
Inspection date	30/09/2008
Inspector	Rosemary Musgrove
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 2008. She lives with her husband and young child in Durrington, Worthing, West Sussex. The ground floor of the house is used for childminding purposes and there is a rear garden for outside play. The family has a pet cat and goldfish. The childminder is registered to care for five children at any one time and is currently minding two children who are within the Early Years Foundation Stage. The provision is also registered on the Childcare Register. Children attend different days and times of the week part time, term time only and during school holidays. The childminder lives near to shops and schools, attends toddler groups and takes children on a variety of outings.

Overall effectiveness of the early years provision

The childminder makes good provision for children in the Early Years Foundation Stage. Her thorough knowledge of individual needs combined with an effective partnership with parents means she supports the welfare and learning requirements of all the children. This means children make good progress in their learning and development in relation to their starting points and capabilities. The childminder provides a well organised, stimulating environment that encourages independence and choice within the safety and security of her home. The childminder has a clear understanding of her strengths and her future plans aim to improve the learning outcomes for the children.

What steps need to be taken to improve provision further?

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

- further develop the record of risk assessments of the premises and for outings.

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare).

30/09/2008

The leadership and management of the early years provision

The childminder is committed to her own professional development through training courses. Since registration, she has improved her documentation, resources and some safety aspects. This action has enhanced the quality of the children's welfare. All children are treated as individuals and included in suitable activities. The childminder encourages them to develop positive attitudes and an awareness of individual differences. The childminder regularly evaluates her

practice and this ensures that children have good experiences in all areas of learning. She is currently extending her resources and activities to improve the outcomes for children in creativity and role play. Effective safeguarding policies ensure children are well protected. Written procedures give guidance to follow if a child is lost or uncollected. The childminder has positive relationships with parents and carers. They receive written information about activities, policies and how to make a complaint. The regular reports mean that parents know which milestones their children have achieved and the targets for their future learning. These positive aspects of the provision, alongside effective daily feedback, mean parents are fully involved in their child's welfare and learning development.

The quality and standards of the early years provision

Children have good opportunities to help them progress across all areas of learning and development. This means they enjoy worthwhile play experiences and are happy and confident in the childminder's care. They form close relationships with the childminder and are keen to engage her in an activity, such as completing a jigsaw puzzle. Children also have the self assurance and motivation to choose their own resources and play quietly by themselves. Planning is developing well. The childminder uses observations from the children's activities to inform the next steps of individual learning. This means that each child's learning needs are identified and appropriate next steps are planned. During activities, the childminder's interaction supports the children's learning, for example, she encourages them to count everyday objects or learn about the language of quantity during cooking activities. Children show an interest in mark making and enthusiastically draw pictures with pens on the aqua mat. They have a wealth of opportunities to learn about their environment and the wider world. They visit the local beach and farm and through activities and exploration of multi-cultural resources are beginning to develop an awareness of other cultures. Children learn to form relationships with others and to develop their personal and social skills when they visit local toddler groups.

Parents are partners in their children's learning and care. They contribute to the initial assessment of their child and receive daily written information about their child's day. This means the continuity of the children's care and learning is effectively promoted. The childminder organises her space and play materials well and this encourages children to be independent and make their own decisions about their preferred activities. The childminder has a good understanding of health and safety issues. She regularly assesses potential risks within her house and takes appropriate action to minimise them; however, her written records of risk assessments lack detail. The childminder has a clear knowledge and understanding of her role in child protection and this means children are well protected. Children begin to develop a healthy lifestyle. They enjoy a wide range of varied outdoor play activities, have a diet that encourages healthy choices and develop independence in hand washing routines. The childminder maintains most of the records required to support children's welfare, but has not requested written permission from parents for emergency medical advice or treatment. The childminder takes time to get to know the children and their individual needs; she speaks to them with respect and encourages polite and appropriate behaviour. This means that children learn to develop behaviour patterns that are suitable for their needs and those of others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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
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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 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.