

## Inspection report for early years provision

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<b>Unique reference number</b>	159010
<b>Inspection date</b>	29/04/2009
<b>Inspector</b>	Christine McInally
<b>Type of setting</b>	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 first registered in 2001. She lives with her husband and their school-age child in a mews property in Hove, close to the seafront and local amenities. The whole of the property is used for childminding. There is no garden, however, the childminder makes daily visits to nearby parks, the beach and places of local interest.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time. She also cares for children aged over eight years. She is currently caring for seven children; of these, four are in the early years age group. All children are cared for on a part-time basis.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The childminder provides a very happy, welcoming and inclusive environment where all children are highly motivated and extremely well cared for. She clearly understands that children learn through play and provides them with exceptional support and exciting learning opportunities. She effectively plans a wide range of activities that are designed to stimulate the children's interest and learning. The childminder fosters close working relationships with parents and other providers, helping to fully support children's development and learning. Through the use of self-evaluation she is able to reflect on her practice and demonstrates a very good capacity for improving what is offered to the children.

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

To further improve the high quality early years provision the registered person should consider:

- ensure a record of visitors is maintained.

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

Children have lovely relationships with the childminder and are included in all she offers. She has created an extremely warm and inviting environment for children and parents. The learning environment is very well organised, with easy access to resources that meet the needs of all children. Comprehensive policies and procedures are in place and followed vigilantly by the childminder to ensure children's welfare is effectively safeguarded and promoted. She keeps detailed records and observations of children's progress, thus ensuring all children are supported in reaching their potential. She is committed to improving her practice and regularly attends relevant courses to enhance her skills. The childminder evaluates her practice and seeks feedback from parents in order to enhance the

service she offers. She has addressed the recommendation made at the last inspection and now has an extremely wide range and variety of role play resources which are easily accessible to the children.

Children benefit greatly from the excellent relationships the childminder forms with their parents; they are overwhelmingly positive about her and what she does for them and their children. Systems to assess children's progress are extremely effective and the emphasis is on sharing these regularly with parents, positively impacting on children's care, welfare, development and learning. A colourful record of children's achievements, containing photographs and samples of children's work, provides parents with a lasting memento as well as an accurate account of their child's progress. The assessment and tracking of individual children's progress is very well established and the information gathered is used extremely effectively to plan for children's future learning. Links with other providers are effective and promote the integration of care.

Children's safety and welfare is of paramount importance. The childminder conducts risk assessments and is vigilant in protecting children from hazards both inside and outside the home. However, she has identified that further improvements could be made, such as maintaining a record of visitors. Children are safeguarded as the childminder has a 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 feel loved and supported within the childminder's home where they enjoy their play and learning. They have fun together and form trusting relationships and respond positively to the childminder's infectious enthusiasm. The learning environment is well presented to help children make very good progress towards the early learning goals. There is a balance of child-initiated and adult-led activities, which help children to be active learners. The childminder 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. The childminder gives them confidence to be themselves and express their individuality. They are secure and relaxed in their play, confident of support but able to develop their own ideas. This promotes good self-esteem and enhances their independent motivation to explore freely. Children have many opportunities to develop their communication skills and are confident in this area, such as chatting on the telephone. They develop a healthy interest in books and enjoy stories as the childminder reads to children and asks questions to develop their language. Children enjoy a wide range of activities which contribute to their imaginative, physical, creative and language skills, such as role play, drawing, music and puzzles. Children use a good range of safe and developmentally appropriate resources that are easily accessible to encourage their independence. Children develop a sense of place and learn about where they live through daily outings to places of interest, such as the beach, shops and a variety of local parks. The childminder works to provide an enabling and inclusive

environment and she makes parents and their children feel welcome. She ensures that all activities are accessible to all the children and adapts activities to meet children's individual needs.

Children thrive because their physical, nutritional and health needs are very well met as a result of effective procedures and practices employed by the childminder. Children enjoy a good range of activities and experiences indoors, outdoors and away from the childminding setting which actively contribute to their good health and well-being. The childminder works closely with the parents to ensure that children gain the necessary nutritional balance for positive growth in a very caring environment. They enjoy nutritionally balanced home cooked meals with plenty of fresh produce each day. Drinks are continually available and enjoyed which aids children's well-being. The childminder's home offers a warm welcoming environment which is very effectively organised to provide a child-centred space. The childminder uses a sensitive approach to managing behaviour and supports children well in understanding their feelings. Children learn about keeping themselves safe through discussions about road safety and know how to walk safely while out and about in the local area.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
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?	1

### Quality and standards

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

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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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