

Inspection report for early years provision

Unique reference number	EY294800
Inspection date	28/04/2009
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 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 registered in 2004. She lives with her husband and children aged 16 and 11 years. The property comprises of an end of terrace house, situated in a residential street in Brighton, close to local amenities. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. There is a pet dog within the household.

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 six children under eight years at any one time. She also cares for children aged over eight years. She is currently caring for five children, on a part-time basis, all are in the early years age range. She works closely with another childminder and they often come together to offer a wider range of activities and experiences for the children, all parents are aware of this arrangement.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children make good progress in all areas of learning in a warm, inclusive environment where the childminder is fully aware of their interests and capabilities. She effectively plans a wide range of activities that are designed to stimulate their interest and learning. She has put in place a system to assess and record children's learning and achievements and uses the information gathered to plan for their next steps in learning. The childminder fosters close working relationships with parents helping to fully support children's development and learning. 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:

- develop ways in which parents can contribute to the observations and assessments of their child's learning and development record.

The leadership and management of the early years provision

The childminder has created an extremely warm and inviting environment for children and parents. She is highly efficient and very professional in her childminding service. She maintains detailed records and has a comprehensive range of written policies and procedures to support the care and welfare needs of children. The childminder creatively organises her home and resources to actively stimulate the children's interest and enable children to move around spontaneously and independently. The childminder self-evaluates her practice and seeks feedback from parents in order to enhance the service she offers. She has an extremely

positive approach to her professional development and recently completed a recognised childcare qualification. She has addressed the recommendation made at the last inspection by increasing her knowledge and understanding of equal opportunities issues.

Children benefit from the established relationships in place between the childminder and their parents. They work closely together and share plenty of information which positively impacts on children's care, welfare, development and learning. However, there is little opportunity for them to contribute to their child's learning and development record.

The childminder conscientiously 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 extremely happy and confidently choose toys and resources for themselves. Their play is promoted by the childminder's infectious enthusiasm. She enjoys spending time with young children who respond by laughing and seeking contact. 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. The childminder spends a great deal of time playing directly with the children, who respond well to the consistent attention, for example, as she encourages them to 'cut' the fish and put the lemon on as they play with the pretend food. Children are provided with opportunities to socialise in larger groups, as they attend a variety of toddler groups and as they socialise with other children and childminder's who visit regularly. Children enjoy a wide range of activities which contributes to their imaginative, physical, creative and language skills, such as role play, drawing, music and construction. They enjoy looking at books, both independently and with the childminder, and are learning that text carries meaning. Children develop good counting skills through a variety of activities and daily routines. They enjoy physical play and access a variety of outdoor toys and resources to use in the rear garden and the local park. The childminder has a good understanding of all equal opportunities issues, and has a positive attitude towards diversity, this helps children develop an awareness of their own and other cultures. Children develop a sense of place and learn about where they live through the regular outings and trips provided.

Children are cared for in a welcoming, healthy and safe environment. The childminder actively promotes good hygiene practices to minimise the risk of cross-

infection. They 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. 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. Children gain a good understanding of the elements of a healthy lifestyle. The childminder works closely with the parents to ensure that children gain the necessary nutritional balance for positive growth in a very caring environment. Their social development is effectively promoted as they sit together to enjoy their meals and snacks. Children behave extremely well, they are enthusiastic and well motivated; they benefit from the consistent praise and encouragement offered by the childminder. Children use a good range of safe and developmentally appropriate resources that are easily accessible to encourage their independence. They are learning how to keep themselves safe through age appropriate activities such as tidying away toys and practising road safety.

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?	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?	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?	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?	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met