

Inspection report for early years provision

Unique reference number	EY244248
Inspection date	09/03/2009
Inspector	Daphne Prescott

Type of setting	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 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 2003. She lives with her partner and two children aged five and 11 years in Goring in West Sussex. Part of the house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time. There are currently six children on roll, four of these children are in the early years age group. Children attend at different times of the week. Registration also includes overnight care, for one child. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She also attends parent and toddler groups. The family has fish as pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children benefit from the welcoming family home, where the friendly care the childminder provides enables them to feel secure. They play happily and make sound progress with their learning and development. The childminder provides an inclusive service and understands children's individual needs. The effective relationships with parents ensure the children's individual needs are met. There are some weakness in the provision. However, the childminder is enthusiastic about her role and has considered areas for development to further improve her practice.

What steps need to be taken to improve provision further?

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

- further develop self-evaluation systems for an ongoing review of practice and to identify areas where improvements are needed
- develop further the record of risk assessments for each type of outing undertaken by the children
- develop observations on children's progress to ensure their next steps in their learning are identified and used in planning to promote learning
- establish effective links with children's schools to share relevant information for continuity and coherence in their learning and development.

The leadership and management of the early years provision

Children are happy and secure in the childminder's care. They respond to the childminder's warm and affectionate care, approaching her for cuddles as they play. The childminder builds good relationships with parents through regular communication and sharing information verbally on a daily basis, including details of what children have eaten and a brief outline of their day. She obtains

information about children's needs and routines from parents when children first start with her and establishes their starting points, through discussions with parents and her own observations. The childminder ensures all children are included in activities at their own level and pace of learning. Most of the required documentation is in place and maintained, with the exception of a record of risk assessments for all outings that the children take part in to help towards promoting their safety and welfare.

Space in the home is organised to meet the children's needs, with clear floor space for their play, and suitable arrangements for them to eat meals comfortably and safely. The childminder ensures that her home is safe and secure. For example, she carries out written risk assessments of all areas of her premises which are used by children. Children play safely as they are suitably supervised by the childminder. The childminder has a good understanding of safeguarding procedures and is aware of what to do if she has concerns about a child in her care.

The childminder's use of self-evaluation is not yet fully developed. She has started to evaluate her work with the children and is committed to further improving her practice. For example, she is keen to improve her knowledge of the Early Years Foundation Stage through attending relevant training courses. She has addressed the previous recommendations made at her last inspection; improving outcomes for children.

The quality and standards of the early years provision

The childminder provides a caring environment in which the children play and learn. All children are made to feel welcome as the childminder treats them as individuals and gives them the attention they need. They have fun as they play and laugh and smile with the childminder. She manages children's behaviour appropriately according to their age and stage of development. Their achievements are praised and they are encouraged to share and say 'please and thank you'. This helps them develop an awareness of respecting each other and learning to be friends.

The childminder has sound knowledge of the Early Years Foundation Stage. She has a clear understanding of how to promote children's learning through play and is beginning to maintain individual learning and development files for each child. The childminder has started to observe the children during their play. However, observations are not yet used in order to track their progress and plan their next steps in their learning based on the children's interests and developmental needs. In addition, the childminder has not made links with the school's that the children attend to exchange information to ensure continuity of children's learning and development.

Children have access to a suitable range of play materials in the childminder's home. For example, children are learning about how things work as they push shapes into a shape sorter. They develop their fine motor and hand-eye coordination as they confidently operate small toys that play music as they push

the buttons. They move freely around, carefully manoeuvring around others as they play, and have daily opportunities to develop their physical skills. The childminder sits with the children, carefully supporting their play and describing what the children are doing to help develop and extend their language skills. Planned activities and outings with the childminder develop children's awareness of the wider and local community. For example, they visit the local pond to feed the ducks and the farm during lambing season. Children also have frequent opportunities to experience a range of creative, physical and imaginative play at various local toddler groups that they visit with the childminder.

Children gain an awareness of their own health and hygiene through daily routines, such as washing their hands. They are beginning to learn about their own safety through gently reminders to be careful as they play. She provides children with healthy and nutritious home cooked foods. Snacks of fruit or breadsticks are offered and children have their individual beakers of water available all the time.

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?	3
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?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
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?	3
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?	3

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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