

Inspection report for early years provision

Unique reference number	EY298804
Inspection date	24/02/2009
Inspector	Kerry Iden
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 her own property in 2004. The childminder currently works with another registered childminder and minds from her co-childminder's house. The co-childminder shares the property with her partner and their one child in the village of Rose Green close to the town of Bognor Regis, West Sussex.

When working at her own property, the childminder is registered for a maximum of four children. However, she is currently only working at the co-childminder's house where she is registered to care for a maximum of six children at any one time. The two childminder's working together currently have nine children on roll, of whom four are in the Early Years age group and all attend on a part-time basis. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are being cared for in an environment that is warm and affectionate and are cared for by a childminder who shows commitment to them. The childminder and her co-childminder work well as a team as they each bring different skills to the children. An inclusive service is offered to all children through differentiation in activities allowing each child to achieve. The childminder is yet to fully evaluate all aspects of the provision to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop the observation records for children to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop effective links with other early years settings the children attend.

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

- ensure a procedure for dealing with complaints is available for parents (Safeguarding and promoting children's welfare) 10/03/2009
- develop an effective safeguarding children policy (Safeguarding and promoting children's welfare) 10/03/2009

The leadership and management of the early years provision

The childminder works very closely with her daughter who is her co-childminder. They work together as they both know the children very well, offering a homely environment for children. The childminder has a secure knowledge of the signs and symptoms to look out for that may alert her to a child who might be at risk. However, she does not have a policy for safeguarding children to share with parents.

The childminder works with her co-childminder in evaluating parts of their service such as reviewing the practical arrangements of the physical areas of her home and by implementing some changes such as children now all eating together at the low level tables. However, she has not yet self-evaluated all aspects of her provision.

The childminder works closely and co-operatively with parents, sharing information verbally on a daily basis. Parents are welcome into the setting at any time to a childminder who shows commitment to working with the whole family. The childminder has shared the recently introduced development records with the parents but has yet to implement a partnership approach with other early years settings the children are attending.

The quality and standards of the early years provision

The two childminder's work well as a team. Parents comment on how they like a mother and daughter team offering the children a homely environment. The childminder is mainly responsible for the preparation and cooking of children's meals, and offers them home cooked meals which they can become involved with as they learn new skills. Meal times are a sociable occasion as children all sit together and tuck into a hearty family meal. Children are kept well occupied during their time at the setting to reduce the likelihood of disruptive behaviour. Rules and boundaries are consistent, offering children a secure environment. The childminder works with the parents around all aspects of behaviour to offer children a consistent approach between home and the setting.

Children are very comfortable in the care of the childminder; she offers herself as an honouree nanny and many of the children fondly call her nanny Carol. Children grow with confidence as the childminder praises them for their efforts telling them how clever they are as they attempt many activities. The childminder has a good knowledge of individual children and knows the types of activities that interest them. She can follow the signs made by the children as indicators that they need moving on to the next activity. She therefore offers children ever changing activities to keep them happy, interested and well occupied. At the same time, the childminder understands the need for children to be able to take themselves away in their play, and for her to stand back and observe from a distance. Children are developing in their independence, they make choices about their own play as the setting offers a mostly child-led environment. They are also able to access most of the play equipment themselves. Children are developing their skills in number and

letter recognition through regular activities such as letter cards and games, where children trace over different shapes, numbers and letters with pens that can be wiped clean and re-used. Routine activities, such as the many craft activities, introduce children to new tools and materials. With help from the childminder, the children also acquire new skills, for example, as young children try out paint rollers for the first time and feel different textures of materials as they create their art work.

The childminder and her co-childminder work very closely on a daily basis with all the children. They both know the children well and therefore do not have key children but work together on the observation and assessment arrangements. They discuss children's likes and dislikes and know children's favourite activities. They plan verbally what they are going to do with the children each day and forward plan for the following week. Individual folders have been started on each child in the early years age group. These include written observations of the children at play with photographs to illustrate different observations as well as some identified next steps in children's learning. However, there is no systematic system of how these are recorded and they are not used to plan for future activities to ensure each child is making progress in all areas of learning.

The childminder is working with all existing documentation that is in place with her co-childminder, and accurate records of children's attendance, any accidents that happen to children while in their care or any medicines administered to children are fully in place. However, the childminders are now working together on all documentation but have not yet developed many of the policies required under the Early Years Foundation Stage framework such as a complaints procedure for parents.

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?	3
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?	3

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?	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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 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.