

## Inspection report for early years provision

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<b>Unique reference number</b>	113953
<b>Inspection date</b>	07/07/2009
<b>Inspector</b>	Rosemary Musgrove

<b>Type of setting</b>	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 1992. She lives with her husband, adult family members, school aged child and baby in Littlehampton, West Sussex. The ground floor of the property is used for childminding and there is a living room on the first floor. There is an enclosed area for outside play. The family has a pet cat. The childminder lives within walking distance of local schools, parks, beach and shops. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding 10 children in this age group. When working with another childminder a maximum of 11 children may be cared for at any one time. Occasionally, the childminder employs her husband as an assistant. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is outstanding. The childminder's impressive understanding of child development and her perception of individual needs means children thrive and make excellent progress in their learning and development. Children readily choose their favourite resources from a wealth of quality toys and thoroughly enjoy their play in an extremely safe, secure and stimulating environment. Partnerships with parents and other providers are excellent and this supports the continuity of the children's care and promotes their learning and development. The childminder is committed to improvement and has a clear understanding of her strengths and areas for future developments. These positive features mean that the childminder promotes the welfare and learning requirements with a high level of success.

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

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

- continue to develop a robust system for self-evaluation and quality improvement in order to further improve outcomes for children.

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

The childminder treats all children as unique individuals. She has an exceptional understanding of their developmental stage and they all enjoy suitable and inspiring activities. She readily adapts experiences and resources so that children have an inclusive education. Children play very well alongside each other and learn to value individual differences. For example, older children demonstrate they know about the needs of young babies. The childminder values diversity and children

interact with play materials that represent individual differences, such as, people with a disability or from another culture. They learn about the wider world through a range of meaningful activities. During Chinese New Year and Eid they prepare and taste food from other countries. Children are very well protected because the childminder has an excellent knowledge and understanding of child protection issues and arrangements for safeguarding children are robust. She has completed recent training and has effective procedures in place for identifying any child at risk of harm. She has an excellent range of guidance to follow and knows whom to contact if she has concerns about a child in her care. The childminder has an extensive range of documentation, such as, an admissions policy and clear health and safety procedures. She completes and maintains the required paperwork to an excellent standard, for example, the record of attendance. The childminder is committed to professional development and recent training has included working in partnership with other professionals and inclusive childminding with disabled children. The childminder has a good understanding of self-evaluation and is motivated and keen to improve her practice; however, her current informal systems do not always focus on improving specific outcomes for the children. Her future areas for development include continued training on the Early Years Foundation Stage (EYFS). The childminder has excellent relationships with parents and carers and this significantly contributes to the children's learning, development and welfare. In particular, parents value the professional care and the safe, happy and fun environment. When a child starts, parents browse an informative portfolio. This includes details of the childminder's aims and information about learning and development. Particularly impressive is a settling-in form and this supports the continuity of care, such as, the child's routines and comforters. Parents contribute to their child's learning journal and share information about their child's family, favourite things and preferred activities. Babies have a daily written diary and this means parents know about their activities, food, drinks and sleeps. Parents complete a questionnaire and this helps the childminder to evaluate and improve her provision. She has strong relationships with other providers and these include local schools, pre-schools and other childminders. These positive features mean that partnerships are well established and a good flow of information ensures children's needs are met.

## **The quality and standards of the early years provision**

Children enjoy their play in a stimulating environment that arouses their curiosity. This means they explore, investigate and learn about the fascinating sights and sounds of their world. The childminder has an excellent knowledge and understanding of the EYFS, a wealth of experience and in-depth knowledge of child development. These positive features alongside regular observations mean that children have their interests and needs met on a very individual level. Planning, observations and assessments are developing well and children's enthusiasm to learn and their progress in the six areas of learning is excellent. Babies are confident and motivated as they explore the treasure basket and discover an array of colours, textures and sounds. With the quiet guidance of the childminder they look with wonder at the sparkling glitter on cotton wool and discover the loud and quiet sounds as they shake the lentils in a bottle. They discover a new game and thoroughly enjoy knocking the bottles down with the

childminder. A strong feature of the provision is how each child has a unique opportunity to follow their own interests, such as, pirates, aliens or rolling objects. The childminder's interaction with the children is a significant feature and she will sit back and observe, gently lead or play an active role alongside the children through the use of careful dialogue and skilful interaction. Children are enthusiastic about books and develop a love of literature through taking part in stories. They vigorously join in with the actions and words of 'The Bear Hunt'. Children often select role play activities and the childminder's interaction encourages them to talk about changing and dressing the doll. Children develop number skills during everyday activities, for example, they count five children and work out they need one more chair. They learn about the natural world during a topic on butterflies and eagerly watch to see if the caterpillar has changed into a chrysalis. Children have many opportunities to play outside and develop their physical skills. They show an excellent awareness of other people and space as they confidently ride or push their favourite vehicle in the childminder's garden and learn about road safety awareness. They develop technology skills as they learn to use the large mouse to control a computer program, print pictures or explore the interactive toys.

The dedicated space for childminding purposes coupled with the excellent range of quality resources has a significant impact on the quality of the children's welfare and learning experiences. They move around independently between two adjoining rooms and enjoy choosing from the effectively organised and low level resources. Popular choices are role play equipment, quality books and interactive toys. The impressive amount of free space means children enjoy an indoor soft ball game, imaginary shopping activities and racing small cars with other children. The childminder has a high regard for all aspects of safety. She uses safety gates and ensures the water temperature is safe for young children. She has completed excellent risk assessments on indoor and outdoor areas, for specific outings and routine visits. This means children play in a safe environment because risks are identified, action is taken and all areas are reviewed regularly. Children learn to take responsibility for the safety of themselves and others. They tidy up when they have finished an activity and learn to walk carefully when holding scissors. Children are cared for in a hygienic home and are beginning to develop a healthy lifestyle. They have plenty of physical exercise, wash their hands before eating and enjoy nutritious snacks, such as fruit. The childminder has a current first aid certificate, keeps clear medical records and has written parental permission to seek emergency medical treatment. Currently, the childminder is not caring for a child with a learning difficulty or disability, but she has an understanding of the Code of Practice and would work with parents and appropriate agencies to draw up an action plan to support the needs of the child. Children behave very well in the childminder's home and show respect for adults and other children. The childminder creates a positive environment with lots of genuine praise. She listens and responds to the needs of all the children. Through playing games and sharing resources children learn to think of others and develop behaviour appropriate to good learners. They are encouraged to think for themselves and make decisions about their favourite toys and preferred fruit for snack. Communication with parents is excellent. Daily discussion and regular newsletters mean that parents are active partners in their child's care and learning.

## 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.	2

### 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?	2
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?	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