

## Inspection report for early years provision

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<b>Unique reference number</b>	114353
<b>Inspection date</b>	15/05/2009
<b>Inspector</b>	Jill Steer
<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 registered in 2000. She lives with her children aged 17 and 14 years in Littlehampton, close to shops, parks, beach, schools and public transport links. The childminder's home has an upward slope to the front door. The ground floor only of the childminder's home is used for childminding. She has five cats as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group and six older. 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 collects children from the local schools and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

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

Overall the quality of the provision is good. Children are cared for in a safe environment where risk assessments have been implemented to monitor, address and maintain the standard of safety and protect children from harm. The childminder provides a child friendly environment which enables children to relax and learn in a stimulating setting. She has attended some appropriate training to equip her to meet children's care needs. Effective systems are in place to observe children's development and to plan for their individual future learning needs. Therefore, children make good progress given their age and ability.

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

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

- improve nappy changing routines to minimise the risk of infection
- maintain a regular two-way flow of information, knowledge and expertise between parents and practitioners, to help support and extend children's learning and development
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

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

The childminder has developed effective partnerships with the parents of the children. This enables her to care for each child as an individual, based on the information supplied regarding their own routines, preferences and abilities.

Parents are informed about their child's developmental records but are not encouraged to look at them to see the progress the children are making. The childminder actively passes information between home and school but has not yet shared details of each child's developmental progress to ensure consistency. Written policies inform parents of the conditions of placing a child in the care of the childminder and clarify her role and responsibility to the children. The childminder is not yet using self-evaluation to assess what she offers against robust and challenging quality criteria. She has, however, attended a wide range of training courses which ensure she has gained a good understanding of how to meet children's development and care needs effectively.

The childminder has carried out a detailed risk assessment of the premises, equipment and outdoor area in order to identify and address any potential hazards to children. She has a clear understanding of the signs that a child may be abused. A written policy details the action the childminder should take to safeguard the children in her care as well as how to manage any allegations against herself or members of her family. Children are happy in the childminder's care as she has developed close, warm and trusting relationships with them. They approach her confidently for comfort, guidance and support. She has a sensitive approach and children enjoy her participating in their play.

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

The childminder provides a welcoming and caring play environment where children feel secure and enjoy a wide variety of learning experiences. The childminder fully understands the age and stage of development of the children in her care and provides a well balanced programme of learning experiences to develop their individual interests. Children are encouraged to develop their independence and become active learners as they freely choose from a range of good quality play resources that build upon their particular interests.

Children appear happy and relaxed in the childminder's care. She continuously talks to and allows them to lead their play, which enables them to develop their language and problem solving skills, for example, 'no it doesn't open', 'can you hear it?' 'where's the other one?'. They enjoy cosily reading many familiar books together which encourages their growing vocabulary. The childminder records observations of the children's play in order to monitor their individual development to further assist her in identifying their individual strengths and weaknesses. The information gained then contributes to the planning in order to help children move on to the next stage in their development.

Children are developing a good understanding of the importance of keeping healthy and know to wash hands before and after eating or toilet routines. However, nappy changing procedures are not effective in minimising the risk of cross contamination. They benefit from healthy snacks and packed lunches provided by their parents in accordance with their individual dietary needs. The childminder encourages positive behaviour through the use of explanation and gentle reinforcement to ensure that harmonious relationships are developed. Children enjoy regular outings and play outdoors which broadens their experiences

and help them to develop a healthy lifestyle and good procedures are in place to keep them safe whilst out. For example, they cross at crossings with the Lollipop man, use the Green Cross Code and look out for cars emerging from driveways.

## 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>	2
How well does the provision promote inclusive practice?	2
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>	2
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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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