

## Inspection report for early years provision

---

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique reference number</b> | EY299794        |
| <b>Inspection date</b>         | 24/02/2009      |
| <b>Inspector</b>               | Chris Mackinnon |

|                        |             |
|------------------------|-------------|
| <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 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).

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 2004. She lives with her husband and two school age children in Peacehaven, East Sussex. The childminder's house is easily accessible. The lounge is used as the main play area and children also have access to a separate children's playroom. Children also use an enclosed back garden for outdoor play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of five children may attend at any one time. The childminder currently has five children on roll, with two in the early years age group. The childminder takes regular outings to the nearby parks and children's play areas.

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

The childminder provides good and well organised care for children. She uses her knowledge of individual children effectively, to support their welfare and learning needs. She takes care to ensure her home is safe and secure and children play and learn happily within a well prepared and stimulating environment. She has established close links with parents and the children's schools and fully supports inclusive practice. The childminder confidently plans and presents a programme of activities that successfully encourages children's learning progress. She also makes good use of self-evaluation to support continuous improvement and maintain a good standard of childcare.

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

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

- develop the application of the early learning goals and link them to the planned activities and assessment of children

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

The childminder is trained and experienced and effectively provides a well organised and well managed childminding provision. She has experience of caring for children over a wide age range and has attended a range of supplementary courses to support her practice. She demonstrates a clear commitment to the Early Years Foundation Stage framework and uses her knowledge of individual children confidently to support their learning and development. The childminder has several recognisable strengths within her provision, with a well planned learning programme in place and a well prepared play and learning environment, provided to support children's activities and progress. She also links well with parents and other agencies and successfully promotes inclusion through the use of other culture languages, particularly Italian.

The childminder regularly reviews her practice and demonstrates a good

awareness of the need for continuous improvement. She regularly revises her planning and assessment of children and has produced a thorough and well written self-evaluation document; a further recognisable strength within her childminding practice. Within her self-evaluation she takes care to consider all aspects of her care and clearly identifies areas for future development. The childminder works closely with parents and has taken positive steps to form links with children's schools and other care settings. Through regular contact and by providing clear and detailed information to parents, she is able to share the children's achievements and encourage parents to support their children's learning.

The childminder has a good awareness of the need to safeguard children and ensures they are kept safe and protected. She takes a close interest in children's care and family backgrounds and provides a comfortable and welcoming environment to make children feel secure. She is also an experienced child carer, with access to clear written guidance on safeguarding procedures.

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

The childminder provides children with a well organised and clearly planned range of activities, which effectively encourages their learning and achievement. She produces monthly plans that follow seasonal activities and festivals and also includes a series of learning themes like colours and transport, to interest children and support development. There is a notable strength in her planning in the way she includes specific children's story books, songs and other play resources within the planned learning tasks and activities. The childminder also takes care to successfully organise the learning environment and she is able to provide grouped resources and activities that can focus on the learning expectations of individual children. For example, one child has a particular love of role play with dolls and the childminder takes care to ensure a whole range of linked play materials are available for this child, so she can be inventive and extend her learning.

The childminder uses her experience and training successfully to ensure all ages of children are provided with activities to support their progress and learning themes are presented with different ages in mind. For example, exploring the theme of transport may involve older children in a cutting and sticking activity, while younger children enjoy making train layouts and learning words for types of transport. The childminder is aware of the six learning goals and is able to provide clear support for specific learning areas like numerical, lingual and creative development. Children learn well and make good progress. However, the childminder's confidence in the application of the early learning goals during play activities and linkage of them to planning and assessment could be further developed. The childminder is well organised in the way she observes and assesses children's learning and enjoyment of activities. She has clearly organised folders for each child and these include photos and written notes on their learning progress and responses to the play themes provided. She is also able to easily identify the next learning steps for individual children. The childminder's clear records of children's progress informs parents of their children's achievements and enable them to support their children's learning development.

The childminder successfully supports children's welfare and individual care needs. She has organised her home effectively to be safe for children's activities, with a range of safety precautions in place and clear written procedures to ensure children play safely. The childminder also has well organised risk assessments that are regularly reviewed. Children's healthy growth and development is well considered and the childminder takes care to know children's likes and dislikes and encourages their independence with personal care. The enjoyment of food is an important element in the childminder's programme and children's awareness of healthy eating and experiences of different foods is well promoted.

Children enjoy a wide range of well planned play and learning activities, that are organised in a bright and attractive play environment. Children use a spacious lounge as a main play area and also benefit greatly from focused play and learning in a dedicated children's room, with child sized furniture, visual displays and a library of books. Children also enjoy much role play, which encourages their imaginative and creative development. Children's interest in reading is particularly well supported by the childminder, with specific children's story books included in the planned learning and individual children's favourite stories also used to support play. Children successfully achieve and make good progress and through many well organised art, craft and assembly activities, they develop a range of skills that will support their future learning. The childminder also effectively encourages children's social development and children learn to share resources and be helpful to others. Children are effectively introduced to other cultures and diversity is well reflected within the learning environment. For example, the childminder encourages children's awareness of Italian language and culture and a range of Italian labels and word cards are used within the play environment. She also regularly includes cultural festivals in her play programme. The childminder provides frequent outdoor play and has a planned range of learning activities that she uses outdoors. Children enjoy outdoor games and visits to local play areas, which contributes greatly to their physical development and understanding of the wider world.

## 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? | 2 |
| 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 |

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](http://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

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

## **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.