

Inspection report for early years provision

Unique reference number	505752
Inspection date	18/02/2009
Inspector	Fran Fielder
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).

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 1998. She lives with her two children, aged eight and ten years, in Crowborough, East Sussex. The whole of the house is used for childminding and there is a fully enclosed garden for outside play. There is a ground floor toilet.

The childminder is registered to care for a maximum of six children at any one time and is currently minding 12 children aged between one and nine years, all on a part-time basis. Nine of these children are within the Early Years Foundation Stage (EYFS). She is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has a relevant early years qualification. She is a member of an approved childminding network and provides for children who are in receipt of nursery education funding. She has experience of caring for children with learning difficulties and/or disabilities. She also has experience of caring for children who speak English as an additional language.

The childminder runs and attends the local carers group. She drops off and collects children from local schools. The family has a cat.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder is exceptionally well organised and totally committed to creating the best possible outcomes for children. She knows each child extremely well and recognises their individuality. She ensures every child enjoys a range of experiences that build on their existing knowledge and help develop new skills. There are extremely effective procedures in place to ensure children's physical and emotional security. The childminder liaises with parents and other settings to ensure consistency of care and so that children achieve their full potential. Her self-evaluation is excellent and enables her to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- developing a system to allow children to make a greater contribution to the evaluation of the setting

The leadership and management of the early years provision

The childminder has an impressive set of policies and procedures that are shared with parents and reviewed regularly. All records are carefully maintained and

confidential. The childminder is passionate about her work with children and shows commitment to developing her knowledge of childcare and education. She attends courses, such as 'Whatever the weather' and sign language, to improve her knowledge of how to support individual children and encourage learning in all environments.

Having completed advanced child protection training, the childminder has an excellent understanding of her role in safeguarding children. Extremely effective contingency plans ensure children are cared for by a suitable person in the event of an emergency. She has carried out a full risk assessment of the home and garden and regularly reviews these. She has risk assessments for all outings and makes these available to parents. There are excellent procedures in place to prevent the spread of infection and to ensure children's good health. All information regarding children's health and dietary needs is gathered before children are placed in the childminder's care.

The childminder seeks the views of parents who use her service and all are exceptionally pleased. She asks for suggestions to improve her service and, as a result, has introduced more 'messy' play for the children. Children have some input into the evaluation of the setting. The childminder also reflects on her practice, enabling her to target areas for improvement that have a positive impact on the quality of the provision and the outcomes for children.

The childminder has friendly but professional relationships with the parents. They receive plenty of feedback through daily diaries, daily discussions and review meetings. Parents are encouraged to share their children's achievements and to become involved in their children's learning.

The quality and standards of the early years provision

Children play in a home that is beautifully clean, exceptionally safe and extremely comfortable. There is a very good range of toys and resources available and children have plenty of free choice. The childminder knows each child exceptionally well. Her written observations are extremely good and help her identify the children's next steps for learning. Planning is flexible and covers all areas of learning. The childminder introduces topics such as 'Traditional Stories', 'Seasonal Colours' and 'Animals'. Each topic incorporates a wide range of activities that cater for different tastes and abilities. Children listen to stories about 'Goldilocks and the Three Bears' and 'Rama and Sita' and then act out their own version or make their own book. After reading about 'The Enormous Turnip' children engage in gardening activities. When learning about animals children sing songs such as 'Old MacDonald' and 'Five Little Ducks'. They look at small creatures in the garden and practise moving like large animals.

The childminder supports individual learning extremely well by asking questions that encourage children to think. She skilfully introduces mathematical language and concepts while children play or get ready for their snack. Activities are challenging but achievable, ensuring children remain confident and motivated. Children have plenty of opportunities to practise new skills both independently and

with support when needed. They behave extremely well and develop positive attitudes to learning because the childminder shows an interest in everything they do. She is always close at hand with praise for every achievement, no matter how small. As a result, children make excellent progress towards the early learning goals.

Children show excellent control when using scissors, pens and crayons. They concentrate well while making heart mobiles and discuss family friends and pets that are important in their lives. They have fun playing in the garden making sandcastles and creating chalk pictures on the patio. Children learn how to keep themselves safe and how to remain healthy through discussions, explanations and planned activities. As well as learning about information technology in the home, children learn about technology that is used in the environment such as automatic doors, street lights and traffic signals. They learn the importance of expressing emotions and the childminder uses colours to represent moods. This is particularly beneficial for children who have limited language.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
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?	1

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.