

Inspection report for early years provision

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| Unique reference number | 114320 |
| Inspection date | 23/02/2009 |
| Inspector | Maureen Croxford |
| 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 registered in 1991 and is currently registered on the Early Years Register as well as on the voluntary and compulsory parts of the Childcare Register. She lives in a residential area of Midhurst, West Sussex with her husband and two teenage children.

Children are cared for on the ground floor of the family home, mainly in the kitchen/dining room and the lounge, with access to a ground floor toilet and washing facilities. There is a small secure rear garden with a fenced pond. The house is close to local schools, shops and pre-schools and the childminder walks regularly to deliver and collect children. There are currently 15 children who attend on a part time basis, of whom eight are in the early years age group.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. The childminder provides a caring, safe environment where children are able to choose their own activities. Children make steady progress in their learning and development and are supported as the childminder has a sound understanding of child development. The relationships between the childminder and parents are positive. The childminder is developing her understanding of the Early Years Foundation Stage and has some records in place reflecting the children's progress and achievements.

What steps need to be taken to improve provision further?

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

- develop further the observational assessments of each child's achievements and interests and use them to provide relevant and motivating learning experiences that meet children's individual needs
- maintain a regular two-way flow of information, knowledge and expertise between parents and other early years practitioners, to help support and extend children's learning and development.

The leadership and management of the early years provision

The childminder protects children from potential harm or neglect as she is well informed with regard to safeguarding procedures. She checks equipment both inside and outside to identify and ensure all potential hazards are minimised. The childminder has provided a wide range of age and stage appropriate resources that are readily available to children. She offers a good mixture of child-led and adult-led activities to all children.

The childminder holds a current first aid certificate and has obtained written permission from parents and carers to seek emergency medical attention in the

event of an accident. She is vigilant in ensuring only vetted adults have unsupervised access to the children. Most required documentation, including records and policies that help to ensure children's well-being and safety are in place. The records and agreements show the children's details including their individual needs and requirements.

The childminder gets to know the children and their parents well so that she can meet their individual needs. She is developing the observations she makes of the children and their activities. However, these are not always used effectively to help children develop in all areas of learning. The childminder provides parents with some information about the provision and their children's progress. However, she has not developed fully the relationships with other providers and carers in order to share information about the children's progress and development. The childminder evaluates her provision informally and is able to identify her strengths and weakness. The childminder has addressed the recommendations made at the last inspection.

The quality and standards of the early years provision

Children take part in many suitable play opportunities that help them to learn and develop, including role play, craft activities, small world and construction toys. For example, counting the pieces needed when making animals from Stickle Bricks. The childminder provides stimulating activities that the children enjoy and that are suitable for their stage of development. Children have access to an enclosed garden with resources to promote their physical development well. They giggle as the childminder pushes them around the garden on tricycles and try to hit the Swingball. Children are free to choose their own activities as they wish.

The childminder supports the children's play and discusses their activities with them, answering their questions and offering explanations. She sits on the floor with them doing puzzles, reading books and playing with cars. The childminder has a basic knowledge of the Early Years Foundation Stage framework and is developing her understanding of how to plan and promote all areas of the learning outcomes in the daily play activities. She has begun to observe and record the children's progress. There are written policies and procedures in place which are implemented to ensure a constant level of consistency throughout the provision.

Children's welfare and well-being is promoted well. They learn to follow good hygiene routines, such as washing their hands before meals. All children are able to access their own drinks throughout the day as they wish. Children are able to rest and sleep according to their individual requirements and as agreed with parents.

The childminder expects children to be polite and helps them to consider the needs of others. Their good behaviour is valued and praised, for example, when they share a puzzle together. The childminder has planned the environment so that children can develop their independence. They are able to choose their own resources, which are stored within children's reach in the hall, from a large range of suitable toys for both boys and girls, and older and younger children.

A range of books and resources promote children's understanding of other cultures and beliefs. They explore their local environment and they meet with other adults and children which help to develop their social skills.

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

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| 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

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| 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? | 3 |
| How well are children safeguarded? | 2 |

Quality and standards

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| 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? | 3 |
| 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

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| 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.