

Inspection report for early years provision

Unique reference number	EY232573
Inspection date	24/02/2009
Inspector	Kerry Iden
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2002. She lives with her partner and daughter in a house in the village of Rose Green close to the town of Bognor Regis, West Sussex. The childminder's mother who is also a childminder registered in her own right works with the childminder at her property every day. The house is within walking distance of schools, shops and recreation areas. The whole of the ground floor of the house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder and her co-childminder are currently minding nine children under the age of eight, four of whom are in the early years age group, most children attend on a part-time basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are being cared for in an environment that is warm and affectionate and are cared for by a childminder who shows commitment to them. The childminder and her co-childminder work well as a team as they each bring different skills to the children. The childminder is mainly responsible for the majority of the documentation that is in place, although this hasn't been updated to reflect the implementation of the Early Years Foundation Stage framework. The childminder ensures an inclusive service to all children as she adapts activities to allow each child to achieve.

What steps need to be taken to improve provision further?

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

- further develop the observation records for children to identify learning priorities and plan relevant and motivating learning experiences for each child
- develop effective links with other early years settings the children attend.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a procedure for dealing with complaints is available for parents (Safeguarding and promoting children's welfare) 10/03/2009
- develop an effective safeguarding children policy (Safeguarding and promoting children's welfare) 10/03/2009

The leadership and management of the early years provision

The childminder works very closely with her mother who is her co-childminder. They work together as they both know the children very well offering a homely environment for children. The childminder has a secure knowledge of the signs and symptoms to look out for that may alert her that a child might be at risk however she does not have a policy for safeguarding children to share with parents.

The childminder evaluates parts of her service such as reviewing the practical arrangements of the physical areas of her home and by implementing some changes such as children now all eating together at the low level tables. However she has not yet self-evaluated all aspects of her provision.

The childminder works closely and cooperatively with parents, sharing information verbally on a daily basis. Parents are welcome into the setting at any time to a childminder who shows commitment to working with the whole family. The childminder has shared the recently introduced development records with the parents but has yet to implement a partnership approach with other early years settings the children are attending.

The quality and standards of the early years provision

Children are cared for in a well organised, homely and spacious environment. The childminder has made very good use of the space dividing the ground floor of the property into different areas allowing for small children to play in a safe environment with play equipment suitable for their age as well as giving older children a dedicated space to play and relax after school. The garden to the rear of the property is fully enclosed and offers the children a great space for outdoor play. All food is prepared on the premises, the children become involved in the preparation of it and are encouraged to help, meal times are a sociable occasions with all children sitting at low level tables to ensure an inclusive environment where good table manners are promoted, offering a family feel.

Children arrive at the setting showing confidence and independence as they happily separate from parents and use skills to independently remove outdoor clothing and make choices about their play. They are comfortable within the home and totally relaxed with both childminders. They further develop their independence through routine activities such as painting and craft activities as well as their care routines such as feeding themselves their lunch. Children are encouraged in their language skills as the childminder talks to the children about what they are doing and asks questions about their play. This is further developed through regular activities, for example, as young children practice their speech through role play as they chat on the phone or imitate the animal sounds as they play with the farmyard.

Children are developing their skills in problem solving and reinforcing their knowledge of colour shape and size through routine activities. For example, as the

child and the childminder sit together threading buttons on to a lace the childminder talks to the children about the colours, shapes and number of holes in each of the buttons. Children have many opportunities to practise their physical development both inside and out of the home. Play equipment such as tents, ball pools and tunnels are used inside and many sit and ride toys and larger physical equipment is available in the garden. Children also have regular opportunities to explore their local environment as the childminder takes them on regular trips to the beach and the park. Children are developing well in their fine motor skills as the childminder promotes many activities to practise these skills and supplies them with suitable equipment which are easy for small hands to grasp such as a variety of painting materials and triangular shaped crayons.

The childminder and her co-childminder work very closely on a daily basis with all the children, they both know the children well and therefore do not have key children but work together on the observation and assessment arrangements. They discuss children's likes and dislikes and know children's favourite activities. They plan verbally what they are going to do with the children each day and forward plan for the following week. Individual folders have been started on each child in the early years age group. These include written observations of the children at play with photographs to illustrate different observations as well as some identified next steps in children's learning. Although there is no systematic system of how these are recorded and they are not used to plan for future activities to ensure each child is making progress in all areas of learning.

The childminder has clear documentation for recording children's attendance, any accidents that happen to children whilst in her care or any medicines administered to children. However, although the childminder has not yet developed many of the policies required under the Early Years Foundation Stage framework such as a complaints procedure for parents. The childminder is developing written information for parents about children's activities and experiences in her setting.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

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?	2
How well are children safeguarded?	3

Quality and standards

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?	2
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

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.