

Inspection report for early years provision

Unique reference number	EY311528
Inspection date	25/03/2009
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).

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 2005. She lives with her two children in the residential area of Rose Green, close to the town of Bognor Regis, in West Sussex. The whole of the childminder's property is used for childminding with the exception of her bedroom. There is a secure garden to the rear of the property.

The childminder is registered to care for a maximum of three 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 is currently minding two children under the age of eight, both of whom are in the early years age group and attend on a part time basis.

The childminder attends the local toddler group and takes the children to the local library and parks. She has completed the Introducing Childminding Practice course and has a current certificate in first aid.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder offers a warm, calm environment for young children where she organises resources in advance and spends all her time with the children, encouraging and extending their play and challenging their thinking. The recommendations raised at the last inspection have been fully addressed and the childminder is keen to make continuous improvement to her setting as she learns more about the Early Years Foundation Stage. The childminder provides an inclusive setting for all children with differentiation in the activities to allow them all to achieve their potential and work with the parents to meet all children's individual needs.

What steps need to be taken to improve provision further?

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

- ensure the garden is made safe before used by children
- develop the records of observations on children to be more systematic and to include children's starting points.
- develop links with other settings delivering the Early Years Foundation Stage that children attend

The leadership and management of the early years provision

The childminder is very well-organised before the children arrive and shows a big commitment to the children and her work considering the limited amount of minding she is doing. The children are developing well in all areas of learning mainly because the childminder has a good understanding of how children learn and effectively questions children in their play to make them think about what they

are doing and why. The childminder has been recently evaluating her service to ensure she makes the necessary changes to meet the requirements of the Early Years Foundation Stage.

Children are protected by the childminder's secure knowledge of signs and symptoms to look out for that may alert her that a child may be at risk, and has very clear policies and documentation to support her. The childminder fully involves the parents in their child's time in the setting, offers a flexible service and promotes partnership working, although as yet, has not extended this to other settings the children are attending. Parents receive daily information about their child's welfare needs through their daily diary sheets which parents are invited to make comments back.

The quality and standards of the early years provision

Children are incredibly settled within the childminder's home, they enter the house with confidence and independently remove shoes and place them in the shoe basket. They self-select their chosen play from a wide variety of toys and equipment the childminder has laid out for them prior to their arrival. The childminder offers them an enabling environment with everything at child's height and well presented to look exciting. With additional resources in storage containers that are easily accessible to the children they can truly make their own independent choices about their play. The children currently only use the inside of the property as there are identified hazards in the garden although the childminder ensures the children receive fresh air and physical play from daily trips to the park.

The children are developing very well in their language and mathematical development as the childminder organises many activities to encourage these skills and challenges children in their thinking. Activities are extended with the use of books, for example, as children create caterpillars in their craft play the childminder shares with them the story of The Very Hungry Caterpillar. The children are interactive in the story as they point out different things in the book and count the fruits eaten. Whilst adding legs to their made caterpillars the childminder encourages the children in their number skills as they confidently count to twenty and beyond. The fantastic use of the colour tray in the hallway really encourages children to become involved as the colour changes each week and children find objects in amongst the play equipment to select for the tray.

The children learn about their environment through discussion with the childminder and the use of spontaneous activities like observing tree planting. They also begin to learn about the wider world through play equipment, discussion and the planned activities the childminder organises. Children particularly enjoy all things messy and when the gluing for caterpillars turns messy the childminder moves the children on to goo as children happily mix a variety of materials such as corn flour, jelly, pasta and food colouring together. Starting off with spoons but ending in hands to squelch the mixture together, children giggle and make comments like 'this is great' as they share the experience and continue with their development in all areas of learning.

The childminder is very good at questioning the children and challenging them to think for themselves, she uses open-ended questions and organises activities and experiences that are stimulating and develop children's skills. The childminder has made a steady start to the observations she has recorded on the children, however, currently there is no systematic system to identify children's starting points and to ensure the children are making a steady progress in all their areas of learning. The childminder has devised comprehensive information for the parents including policies and procedures for all aspects of her service. There are detailed written risk assessments and procedures for dealing with accidents to aid her in ensuring the continued safety of children.

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?	2
How well does the provision promote inclusive practice?	2
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?	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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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.