

Inspection report for early years provision

Unique reference number	155469
Inspection date	29/06/2009
Inspector	Michele, Karen Beasley
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 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 2001. She lives with a school-aged child in a detached house in a residential area of Felpham in Bognor Regis. Most of the childminder's home is registered for childminding and there is a fully enclosed rear garden available for outdoor play. The premises are within walking distance of local shops, schools and parks.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She currently does not mind any children aged over five years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and as childcare on Domestic Premises. The childminder has an NVQ level 3 qualification in Childcare and has been accredited with Early Years Professional Status. She is a member of the National Childminding Association and part of a childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder promotes all aspects of children's welfare, learning and development exceptionally well to ensure they are safe and progress towards the early learning goals. She has an exceptional in-depth knowledge about the development of children, activities and resources to ensure all children are wholly involved. Planning and records of children's progress are a key strength, which contribute highly to ensuring children's needs are met. The childminder uses self-evaluation to identify key strengths and weaknesses, which she is very proactive to address.

What steps need to be taken to improve provision further?

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

- continue to build on and maintain effective working partnerships with parents, carers and other agencies in relation to children's learning and development

The leadership and management of the early years provision

The childminder is totally committed to promoting children's welfare and supporting their learning and development. Children are secure and very happy in her care because she is exceptionally organised and very professional in her approach to childminding. A comprehensive and detailed range of policies and procedures provide a very strong written framework for the provision and these are shared with parents so they have a very good understanding of the ethos and

organisation of the setting. The childminder makes regular formal written risk assessments of the home to check there are no hazards that present a danger to children.

Regular practise of fire drills and the implementation of house rules help children learn to take responsibilities for their own safety. The childminder thrives on continuous improvement and is committed to providing best outcomes for children. This is evident in her eagerness to learn and improve. She has attended workshops and short courses to further develop her knowledge and understanding of childcare and education. She shows professionalism in her practice and since the last inspection the recommendation raised has been addressed.

The childminder demonstrates an exceptional understanding of the Early Years Foundation Stage, which enables her to promote all outcomes for children. Currently she is devising a system to enable her to liaise with other early years providers. However, this is still in its infancy. She recognises this as an area of improvement in order to wholly meet the needs of the children. The childminder is fully committed to improving her provision and has clearly identified areas for development on her self-evaluation form.

There are excellent arrangements to work in partnership with parents. Initial visits and comprehensive written information and business agreements help to ensure that the childminder and new parents establish a very clear shared understanding of arrangements for children's care. Parents express how they are exceptionally happy with the care and education their children receive and feel very fortunate to have their children cared for so well in a home environment. This is evident through the children not readily wanting to leave at the end of the session.

The quality and standards of the early years provision

Children are extremely happy and enjoy their time with the childminder because the vast range of activities and resources are organised exceptionally well. For example, children engage in a balance of child-initiated play and more focused adult led activities, such as water play where resources such as pipes and jugs are provided by the childminder. Children have access to the clearly labelled toys and resources stored in low level storage in a playroom. Children show high levels of independence as they self-select games and resources, building their confidence and decision-making skills effectively.

Daily routines are varied to take account of any unexpected learning opportunities or particular interests expressed by the children. The childminder plays alongside the children ready to support them. For example, while playing with large foam shapes she supports and extends children's learning by making them think, reason, and solve problems. This enables them to become independent learners and build their confidence.

The childminder plans opportunities for them to explore both the natural environment, such as the beach, woods and the farm to experience the seasons, such as harvest. This helps to keep children fit and well before they are old enough

to understand the benefits. The childminder encourages children to develop healthy eating habits and liaises with parents and children for them to provide nutritious meals and snacks. At snack time children are encouraged to cut up their own strawberries and peel bananas. Drinking water is accessible at all times, as children help themselves from their own labelled drinks. Consequently, this promotes children's independence and decision making skills.

The childminder uses age appropriate discussion, explanations, posters, and Velcro activities to support children to learn about the environment, such as growth. Children enjoy watering the beans, tomatoes and sunflowers they have planted. They learn about different media, as they take part in art and craft activities, such as painting, where they delight in mixing colours to make other colours. They have opportunities to learn about weight and quantities as they play with porridge oats in different sized containers and use scales. Children behave well because they know what is expected of them and receive lots of praise and encouragement, helping them to develop a clear sense of right and wrong. Children use a wide range of wooden equipment and resources reflecting diversity, helping to develop their understanding of the wider world.

The childminder has an exceptional knowledge of children's learning and development needs. She makes extensive detailed written observations and takes photographs of the children engrossed in activities to record their progress towards the early learning goals. These effective assessment systems clearly identify and record each child's steps of learning. This means that learning opportunities are not missed and parents are consistently informed of next steps, so they are involved in their child's learning and development. The childminder takes the parents' views seriously and talks to the children as well about their ideas to improve her provision.

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
---	-----

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