

Inspection report for early years provision

Unique reference number	EY318504
Inspection date	12/06/2009
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 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 2005. She shares the family home, which is situated in Portslade, East Sussex with her husband and two children. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 5 children under eight years, of whom no more than 3 may be in the early years age group, and of these, no more than one may be under one year at any one time. There are currently six children on roll, four of whom are in the early years age group and most children attend on a part time basis.

The childminder walks to local schools to take and collect children. She regularly attends the local carer and toddler group and takes children to the park and the nearby farm. The family has two cats.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder offers the children a warm, homely environment. Her approach with the children is calm and affectionate, she dedicates her time to the children when working, ensuring they are all achieving well whilst having an enjoyable time. The childminder is good at critically evaluating all aspects of her service. From identifying areas for improvement when completing the self-evaluation form she has already addressed some of these, showing she has the capacity to improve. The childminder provides an inclusive setting for all children ensuring all children's individual needs are fully met.

What steps need to be taken to improve provision further?

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

- ensure children's safety in relation to the large step down from the back door
- develop a systematic system to illustrate observations and assessments of children's achievements to show children are making steady progress towards the early learning goals.

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

- complete an appropriate paediatric first aid course by
13th July 2009 (Suitable people)

13/07/2009

The leadership and management of the early years provision

The childminder has embraced the changes of the Early Years Foundation Stage. She has furthered her knowledge by attending a variety of formal training and is gaining a good understanding of the six areas of learning and how these cross over in the many activities she organises for the children. However, the childminder has allowed her first aid qualification to expire before completing new paediatric training. All documentation required for the welfare of the children is fully in place, the childminder has devised many policies of her own that are precise and truly reflect the practice of the provision. Her risk assessments help her to keep children safe inside and out of the provision. However, although identified, the childminder has yet to ensure children's safety with regard to the large step down from the kitchen door.

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. In addition the childminder has strict policies about the collection of children and with emergency plans in place, children are safeguarded from harm.

Parents receive good written information from the childminder when they start in the setting and verbally on a daily basis. The childminder is working very closely with all the parents on an individual basis to ensure each child's individual needs are met. Parents complete booklets with vital information that helps the childminder to understand children's starting points, likes and dislikes. Through discussion and the supply of written information that adorns the walls of the play room the childminder is informing all parents of her responsibilities of the Early Years Foundation Stage.

The quality and standards of the early years provision

The childminder offers the children an enabling environment as the play room to the rear of the property is a well organised space. Lots of clear labelling around the room is helping young children start to recognise familiar shapes, colours and numbers and with their art work displayed on the walls for their parents to see, they have a feeling of ownership within the childminder's house. Children show good levels of confidence as they move around the play room, dining area and the outside decking, making decisions about their play. The interaction between the children is wonderful, the childminder fully promotes sharing the play equipment and valuing each other's achievements, this along with consistent praise, results in very good behaviour. Children show patience with younger children as they knock down their towers and on other occasions are able to show off their skills such as jumping whilst younger children try to copy.

Through good conversation with the childminder and routine activities children are developing well with their language and communication skills. Children really enjoy using the finger puppets as they imitate different animal sounds and hear from the childminder names of more unusual animals. Numbers and colours are a regular

part of young children's day and the childminder maximises on every opportunity through play and routine activities such as finding a beaker in the cupboard to help children consolidate their knowledge.

Children are developing a good sense of time, the childminder has a good routine for the children in the early years age group and for all children she has uniquely set up her yearly time line which is displayed on the play room wall. This highlights different events and celebrations each month including the children's birthdays and helps children begin to understand a sense of time. Children are learning about their immediate environment through discussion, activities and regular trips out of the setting as they visit the local park and the nearby farm.

The childminder organises and plans many activities and displays a good knowledge of the six areas of learning. Her weekly environmental planning helps her focus on different activities and resources to ensure an ever changing environment. The childminder has made a steady start to the development records she is making on the children however there is not yet a systematic system to illustrate that children are making steady progress in all areas of their development. The childminder displays a good knowledge of individual children and effectively challenges all children through play and discussion.

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.	2

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?	2
How well does the setting work in partnership with parents and others?	2
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

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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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