

Inspection report for early years provision

Unique reference number	EY343851
Inspection date	17/04/2009
Inspector	Chris Mackinnon
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 2006. She lives with her two children aged six and two years in the Poets Corner area of Brighton and Hove. The house is easily accessible, with the lounge, kitchen diner and one upstairs bedroom used for childminding. The back garden is also available for outdoor activities. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of three minded children may attend at any one time. The childminder currently has three children on roll, with one in the early years age group. The childminder makes regular outings to nearby shops and play areas.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder supports children's welfare and learning appropriately and shows a sound knowledge of the individual children in her care. The childminder's home is safe and secure and children have a range of planned activities, including outdoor play and outings. The childminder works closely with parents to ensure all the children's health and development needs are met and supported. Children make positive progress with their learning and the childminder has a developing awareness of self-evaluation. Children enjoy their time at the setting and benefit from access to the childminder's organised and well resourced play and learning environment.

What steps need to be taken to improve provision further?

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

- develop the observation and assessment of children's achievements and learning development
- increase the use of self evaluation to support reflective practice and continuous improvement

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

- establish a working knowledge of all six early learning goals and how they are used to support children's learning and development (Early learning goals)

21/07/2009

The leadership and management of the early years provision

The childminder is an organised and experienced provider. She manages her childcare appropriately and engages with the children in her care, by learning about their interests and understanding their individual learning needs. She also positively promotes children's learning development, through the sound quality of

the activities provided, and the presentation of an attractive and organised play and learning environment. The childminder's ability to plan and provide valuable learning experiences for children over a range of ages, is a notable strength within her provision. Children also benefit from access to a diverse range of learning materials and resources, which also includes outdoor play items. The childminder has established clear links with parents, and is able to work closely with other carers to support individual children's healthy growth and progress. Clear information on children's activities is provided for parents, and parents are able to see how minded children are cared for alongside the childminder's own children. Clear details are also provided for parents on the childminder's experience and approach to childcare. The childminder has a developing awareness of reflective practice and how to assess her play and learning programme. She is able to note children's responses to activities, and also reviews her planning, but the childminder's use of self-evaluation is currently limited. There is a clear need to fully develop a system that identifies areas for development. The childminder ensures children are appropriately safeguarded when under her care. Children's health and welfare are closely considered and the childminder takes care to ensure children are happy and well protected. The childminder has also attended appropriate training and has clear written guidance on safeguarding procedures.

The quality and standards of the early years provision

The childminder provides an organised programme of learning, with a recognisable strength in the planning of learning and development. The childminder also demonstrates a sound ability to provide activities that are purposeful for all the children attending, with children's different ages and abilities well considered. The childminder provides a wide range of assembly resources and activities that supports children's manual skills and exploration of how things fit together. Children also particularly enjoy the childminder's art and creative activities, and make good use of the childminder's many resources, with role play and imaginative activities. The childminder also includes regular outdoor play, where children are encouraged to develop physical confidence and have an awareness of the wider world. The childminder is organised and experienced, and is able to support children's learning during the play activities provided. She is aware of the need to support children's communication and language development and also takes care to promote children's creative abilities and manual skills. The childminder has not yet completed training in the Early Years Foundation Stage (EYFS) framework and has a limited knowledge of the early learning goals. Consequently, she is unable to explore and extend the children's progress through the early learning goals effectively to fully meet the learning and development requirement. The childminder does make much good use of her range of learning resources and a well organised play environment. For example, during art and crafts and cookery activities, children learn to use a wide range of different tools and materials. She also provides much fun and learning with role play and group games, to encourage children's personal and social awareness. The childminder is aware of the need to observe and assess children's progress. She is able to give a clear account of children's achievements and the learning stages of individual children. Children's next learning steps and ways forward are also identified, through her observation of the children's responses to the activities. The

assessment of children's learning is clearly established, but the amount of written material recorded to support children's progress through the early learning goals is underdeveloped. The childminder keeps details of individual children's development for parents, and with regular contact and close support, parents are made aware of their children's learning progress.

The childminder supports children's welfare appropriately. She has organised her home to be safe for children, and an organised range of safety features are in place, including appropriate fire evacuation and written risk assessments. Children's health and hygiene are successfully promoted, and the childminder encourages children's independence with washing and personal care. A range of healthy meals and snacks are provided and children learn about different foods. Children are also frequently involved in cooking and food preparation activities. Children's enjoying and achieving is soundly promoted, and the childminder provides planned activities to positively promote children's interests and learning needs. She supports children's communication and developing use of words, which is important to successful learning. Children's interest in books and reading stories is also encouraged. During their play activities children also use a range of tools and develop many practical skills, to support their future learning. An organised and well prepared play environment provides many sound learning opportunities and benefits the children attending. Children can explore resources and be creative with their play materials, and are well encouraged to develop their own play ideas. For example, the use of role play resources helps children to make up stories and be inventive. Within the childminder's play environment there is also a range of diversity resources, that introduces children to different cultures, and supports their awareness of the wider world. During much of their play, children are encouraged by the childminder to share and be aware of others. The childminder is also an experienced carer and is able to guide the behaviour of children over a wide age range. The childminder works positively with parents to ensure all children grow healthily and make progress. Parents can see evidence of their children's achievements and are also encouraged to become involved in their children's learning. The childminder takes a close interest in children's home and family backgrounds and also makes links with children's schools and other care settings, to support continued learning.

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?	3
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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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

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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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