

Inspection report for early years provision

Unique reference number	114790
Inspection date	15/06/2009
Inspector	Daphne Prescott
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 1995. She lives with her husband and two children in Steyning, West Sussex. All the areas of the home are used for childminding and a garden is available for outdoor play.

The childminder is registered to care for a maximum of four children under-eight at any-one time of whom no more than two may be in the early years age range. There are currently five children on roll of whom three are in the early years age group. Children attend at different times of the week. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She also attends parent and toddler groups. The family has a dog as a pet.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder effectively promotes all aspects of the children's welfare, ensuring this is her first priority. She provides a good range of play opportunities which ensures individual stages of children's learning and development are met effectively. The childminder provides an inclusive service to parents gathering relevant information when their children first start to ensure each child's care is met appropriately. The childminder has the capacity to self-evaluate her work and seeks the views of parents and their children to identify areas for continual improvement recognising the positive impact on children by continuously improving her practice.

What steps need to be taken to improve provision further?

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

- continue to develop observations on children's progress to ensure their next steps in their learning are identified to monitor their progress in all six areas of learning
- develop further partnership links with other provisions, such as pre school groups delivering the Early Years Foundation Stage, attended by children to ensure continuity of learning and care.

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

- undertake a risk assessment for each and every outing (Safeguarding and promoting children's welfare).

09/07/2009

The leadership and management of the early years provision

Children are well cared for by a kind and caring childminder. She has a good understanding of how children learn and develop and she has organised her home with the children in mind so that they can access toys and resources independently. The childminder has commenced the process of self-evaluation to identify areas for development, such as developing her observation and assessment knowledge. She is beginning to observe the children in order to track their progress and plan appropriate play experiences based on the children's interests. The childminder uses this information to help in identifying children's individual learning needs, this is an area that is still currently developing. The childminder strives for continuous improvement, including addressing the recommendation made at the last inspection.

Children's well-being is promoted by the childminder's informative operational policies and procedures which successfully guide her practice. These are shared with parents to help them understand the care provided, thus developing secure working relationships. She encourages daily two-way communication to ensure each child's individual needs are met and to promote continuity of care. All information relating to individual children is in place, well-maintained and effectively stored to ensure confidentiality. Effective systems are in place to gather information on children's individual backgrounds and needs to promote their inclusion. The childminder is beginning to make links with the pre-schools that children attend, although systems to exchange information are not yet fully developed to ensure continuity of children's learning and care.

The childminder has a good understanding of how to keep children safe and secure in her home. For example, written risk assessments are undertaken for the areas within her home used by the children, which identify hazards and enable preventative measures to be put in place to protect children. The children are beginning to learn how to keep safe as the childminder talks to them about staying safe in the home environment, garden and when on outings. The childminder has in place a record of a general risk assessment for outings. However, there is no record for each individual outings that the children take part in. She has clearly defined procedures for the emergency evacuation of her premises and children are aware of fire safety because they take part in regular fire drills. The childminder is aware of her role and responsibilities regarding child protection issues. She has supportive documentation to use if she has any concerns about a child in her care.

The quality and standards of the early years provision

Children are very happy and settled in the childminder's care. They are confident and relaxed and communicate easily with the childminder. She uses a calm and consistent approach to promoting children's understanding of responsible behaviour to which they respond well. Children form positive relationships and are considerate and caring towards one another. They make their own choices from the easily accessible toys and play purposefully with the broad selection of good quality toys and resources.

The childminder supports the children's interest and the decisions that they make. For example, children requested that they wish to put the tent up in the garden, she responded to the children's wishes with enthusiasm and they all have a great time putting the tent up together. The childminder plays with the children at their level and engages with them to focus their attention and support their learning. She skilfully and naturally uses opportunities as they arise through play, to promote and extend children's learning and vocabulary. For example, she uses counting and positional language whilst building the tent with the children. The childminder encourages learning through fun activities and children benefit from hands-on experiences. Children also have opportunities to experiment with play dough, paint and to do sticking. Regular visits to local places of interest, such as the park and library, enable children to learn about their community. Festivals and celebrations are incorporated into activities and children have opportunities to explore and appreciate diversity, which is reflected in some of the resources available.

Children enjoy opportunities for fresh air and exercise as they play in the garden or go for a walk to the park. They learn to keep themselves safe through reminders from the childminder and regularly practised routines, such as road safety. Children develop an understanding of good eating habits as the childminder provides healthy and nutritious snacks and meals and gathers information from parents about children's dietary requirements to ensure children can eat safely. They are encouraged to wash their hands, for example, after toileting and before meals and snacks. Mealtimes take place with the children and childminder sitting together at the table, which makes for a sociable occasion developing children's social skills and good manners. The childminder ensures she can respond appropriately if a child becomes ill or has an accident and she has completed a relevant first aid course.

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

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