

## Inspection report for early years provision

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<b>Unique reference number</b>	113926
<b>Inspection date</b>	22/05/2009
<b>Inspector</b>	Christine Clint
<b>Type of setting</b>	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 has been registered since 1994. She lives with her husband and two adult children. The childminder's husband is also a registered childminder. The family home is situated in a residential area of Southwater, near Horsham, West Sussex. Shops and parks are within walking distance. Children are cared for on the ground floor of the home only and they have free access to most rooms. There are fully enclosed front and rear gardens available for outside play. The family have a dog and four cats. The rear garden is shared with seven ducks and there are two rabbits who are housed in the front garden. The childminder has close links with the local childminding group. She is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The childminder is registered to care for a maximum of six children when working alone and a maximum of 10 children when jointly working with her husband. There are currently 10 children attending the setting during the week, four of these children are in the early years age group. At the time of the inspection the childminder was jointly caring for four children in the early years age group.

## **Overall effectiveness of the early years provision**

The overall quality of the provision is good. The childminder has fully organised the home and continued to improve the provision by increasing the ground floor space. She has improved the security of the garden and added safety measures to the toy boxes, following the last inspection. The childminder shows a strong awareness of supporting children's welfare needs. She encourages all children who attend to follow and learn through regular daily routines and a good balance of well supported, planned experiences, shared between joint childminders in the family home.

## **What steps need to be taken to improve provision further?**

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

- continue to develop the systems for recording children's individual learning and show how these identify and include the next steps in their progress
- include regular links with other providers regarding children's progress in learning and development
- maintain a record of risk assessment by identifying aspects of the environment that need to be checked regularly or specifically

## **The leadership and management of the early years provision**

Children's safety and security is strongly promoted during their care and whilst on regular outings. Children of all ages remain on the ground floor, they move freely between the rooms and stair gates are positioned to prevent access. Small children can be easily observed in all areas of the home; their activities are supervised very

effectively. Children are encouraged to follow sensible rules during the daily routines, for example sitting down on the kitchen floor, whilst eating and drinking at snack time. Children can manage to open and close the wooden toy boxes because special closing mechanisms have been attached to prevent them trapping their fingers. The childminder is continually assessing risks to children in the home and garden, for example the larger trampoline has increased the need to extend the lawn and this is being completed. There are also mats in place to protect children if they trip on the outdoor step and paving slabs to prevent children slipping on the path to the duck house, which is sometimes muddy. The childminder is practically managing all hazards but has no records to show how risks to children are initially assessed.

There are strongly established relationships in place with parents and many childminding arrangements with families continue throughout children's school years. Parents' knowledge and opinions are valued and encouraged, the childminder uses questionnaires at times and has very regular verbal liaison. Many new childcare arrangements are established through the childminder's continuity with families and their experience of a dedicated and caring household. The childminder has developed systems to enable parents to initially record and assess their child's level of learning and ability, although these records are not yet used to inform any future planned activities or individual learning.

The childminder evaluates and measures her practice through the regular links with other local childminders, she has introduced systems for meeting the requirements for children's learning in the early years. Children have individual record books of photographs and text, which follow themes and topics that are shared with the local childminding group in the area. Children enjoy a wide variety of experiences and these are clearly observed and documented, although the records do not show the next steps in children's progress or any established links with other carers to promote children's learning and development.

## **The quality and standards of the early years provision**

Children play happily in the clean and very well maintained family home, which is shared with a wide variety of pets. The animals are all housed and contained safely and hygienically and children enjoy and learn from their daily experiences. They help to feed the rabbits, they watch the ducks in the garden and collect the eggs, they also like to watch the new kittens who are safely positioned behind a stair gate in the utility room. Children move freely between the rooms and ride trucks on a circular route. They can immediately access the toilet on the ground floor and this is well stocked for all children's personal and nappy changing needs. Children are encouraged to use the entrance area for organising their own coats and shoes tidily.

Children's daily routines are well established and the close supervision of both childminders in the home ensures their safety. Children of all ages use the ground floor only and there is ample space and very suitable provision of play equipment. The doors and the garden are secure; all extra facilities in the garden used by the family, for example the barbeque, hot tub and large parasol, are all covered and

safe when children are present. Children have many outings and these are often arranged with the local childminding group. All children wear fluorescent jackets which have the childminder's contact number inside.

Children know where to find the toys, they build with Lego and initiate role play wearing firemen's hats. They all help to complete the large hopscotch puzzle and sometimes need practise to join the numbers in the correct order. Children have many planned activities with the local childminding group and they have experienced a visit from the police. They have seen and talked about the equipment the police use and practised making their own fingerprints. Children learn about the ducks and often use their feathers for craft activities. They visit many rural areas and ride on tractors or watch trains. Children like to sing and add their own words to songs they know well, this increases their understanding of rhyme and rhythm.

Children are socialising within the home because both childminders work together and this increases the number of children attending. Children are encouraged to learn and understand each other, they have opportunities to establish friendships across different age groups, and especially to understand when there are children who have individual needs or need extra help and attention.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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