

## Inspection report for early years provision

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<b>Unique reference number</b>	114839
<b>Inspection date</b>	15/06/2009
<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 was registered in 2000, in the family home, is situated in a residential area of Southwater, near Horsham, West Sussex. She lives with one child who attends full time school. Minded children play on the ground floor of the house only, in the sitting/dining room and the conservatory, with easy access to a secure rear garden. There are toilet facilities on the first floor.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She can care for a maximum of six children at any one time and currently has 10 children attending during the week. Five children are under eight years of age and four of these are in the early years age group. At the time of the inspection the childminder was caring for one child in the early years age group.

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

Overall the quality of the provision is satisfactory. The childminder has created a safe environment for meeting the needs of children and she offers ample play provision. She provides dedicated individual care for small children and has a clear knowledge of all welfare needs. The childminder has moved forward in her understanding of the early years regulations for welfare, although the systems in place to promote or support children's learning and development are not fully developed.

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

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

- increase knowledge and understanding of the Early Years Foundation Stage and show how children's individual learning and development is assessed and promoted through play and daily routines
- develop the links with parents and other carers in connection with children's learning and development and show how this shared knowledge can be used to promote children's next steps in learning.

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

The childminder has a sound understanding of the procedures for safeguarding and protecting children, she has a written policy in place and has previously attended training. She has dedicated the ground floor of her home to create a safe, child-centred environment. There are stair gates to prevent access to the kitchen and the stairs; the childminder has added another stair gate to prevent access to the bedrooms following the last inspection. The garden is easily accessed with an all weather surface for outdoor play. This has been designed with a slope instead of steps for smaller children's safety. The childminder has thoroughly

assessed any hazards to children throughout and has written risk assessments to include all safety measures within the home, on outings, using the car and when visiting other venues and using play equipment. There are notes attached to show how the childminder has prevented hazards, for example, making sure the car doors are opened before small children are carried outside.

Parents show strong support and clear communication through a daily diary system, which contains all routines for individual children; the diaries are used by parents as well. The childminder has organised systems for completing all permission from parents; contracts and record sheets provide individual information. All documentation is in place and available for the inspection. The childminder has well established care arrangements with families and often continues to care for older children after school and in the holidays. The shared information with parents does not include children's progress in development or learning.

The childminder has developed a folder of information which includes policies and procedures to meet the regulations and to inform parents. She has started to evaluate and judge her own practice and has written information available to support this, although she has not fully implemented the learning and development requirements of the early years regulations.

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

Small children are continually supervised during indoor and outdoor play, they can walk to access the different play resources and the larger apparatus in the garden. Smaller toddlers are encouraged to negotiate the sloped area of the garden in their own way and the childminder observes that they often come down the slope by crawling backwards until they are confident. Children are encouraged to use the small slide, the rocker and the small trampoline. They show they are keen to manoeuvre themselves and the play equipment; they learn to throw and roll balls with the childminder.

Children show an interest in the puzzles and take time to fit the pieces, they show appropriate concentration and they are learning to persevere. They are keen to look at books with the childminder and talk about the pictures or listen to the story. They thoroughly enjoy singing and action rhymes which the childminder spontaneously introduces during their play. Children visit several different local venues with the childminder and join with other children and carers to sing regularly and practise rhyme and rhythm. They often have walks and visits to the park. Smaller children are developing their imaginary play because the childminder helps them to set up the small house and put all the people inside. She encourages children's language through naming toys and items and using repetition to confirm children's understanding.

Small children's health is clearly prioritised and the childminder arranges the day around the feeding and sleeping routines of younger children; she recognises the changes in their development and the changing sleep patterns. The childminder notices when the temperature increases in the conservatory and opens the doors

for more air; she encourages children to drink frequently in warm weather and ensures that they wear hats during outdoor play. Children are settled and secure because the childminder provides individual daily care to meet their needs.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<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?	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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