

Inspection report for early years provision

Unique reference number	114323
Inspection date	07/05/2009
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 1994. She lives with her husband and two children, aged 11 and 12 years, in Worthing, West Sussex. Part of the childminder's home is used for childminding and there is access to a garden for outside play.

The childminder is registered to care for a maximum of six children aged under eight years at any one time. There are currently nine children on roll, eight of whom 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 African snails as pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children receive warm and gentle care within a clean and safe family home. The childminder recognises the uniqueness of each child and works closely with their parents to ensure their individual needs are met. An inclusive and welcoming environment enables the children to feel secure to explore and make steady progress in their development. The childminder understands the benefit to the children of continuously building upon her existing good practice.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment for the premises covers anything with which a child may come into contact
- continue to develop observations on children's progress to ensure their next steps in their learning are identified and used in planning to promote learning.

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)

28/05/2009

The leadership and management of the early years provision

The childminder evaluates her work with the children and has the capacity to identify her strengths as well as areas that need enhancing. In addition, she has

completed all the recommendations made at the last inspection, which contributes towards ensuring the welfare of the children. Most of the required documentation is in place and maintained, with the exception of a record of risk assessments for all outings that the children take part in.

The childminder ensures there are no obvious safety hazards for children in her home and garden, to keep them safe. Furthermore, written risk assessments are undertaken for the areas used by the children within her home, which identifies hazards and enables the preventive measures to be put in place to protect children. However, the trampoline in the childminder's garden has not been included in the risk assessment. The childminder has in place the appropriate fire detection and control equipment. She has clearly defined procedures for the emergency evacuation of her premises which are practised with the children to help them understand how to stay safe. The childminder has a good knowledge of child protection matters, including the indicators of abuse, and the procedure to follow to report concerns.

The effective partnership with parents and carers enables the childminder to meet the individual needs of the children. The childminder ensures that she obtains all the relevant information from parents about their child's individual likes and interests. She has developed a range of clear policies and procedures which she shares with parents about the service she provides. Parents are updated at the end of each day about their children's care and the activities they have been involved in. The childminder promotes inclusive practice so that all children have their welfare needs met with care and kindness. Children who speak English as an additional language are well supported by the childminder. For example, she obtains key words from parents to help support communication.

The quality and standards of the early years provision

Children are cared for in a warm and welcoming family environment in which they feel secure to investigate their surroundings. A dedicated playroom enables children to self-select resources and enjoy a lovely range of activities that capture their interest. In addition, they also have access to another room leading from the playroom which is set out with different activities which enable the children to have ample space to move around and make choices. This enabling environment assists children to become independent learners and have an enjoyable and fun time in the care of the childminder.

Children have a variety of exciting and stimulating activities provided for them that enable them to make good progress in all areas of their development. For example, they learn how to look after living things as they plant and water sunflower seeds. Children also enjoy drawing with pencils creating their own artwork. Children's communication, language and literacy are supported well as the childminder has labels displayed in the playroom, this ensures children see written words in everyday situations. They have independent access to a good range of books; the childminder enjoys spending time reading to the children, encouraging them to take part in the story discussing the characters in the books. Childminder encourages children to link sounds to letters during activities by saying the initial

sound. They have fun reinforcing their counting and number recognition skills in daily activities. Children enjoy creating and constructing as they build a house with Lego. The childminder plans a wide range of activities each week based on children's individual interests and needs. She has started to observe the children during their play. However, observations are not yet fully used in order to track their progress and plan their next steps in their learning based on the children's interests and developmental needs.

Children develop good hygiene skills as they wash their hands at appropriate times of the day and learn why this is important. They are beginning to learn how to keep themselves safe on the road as they are taught how to cross roads and how to use controlled crossings. Children also benefit from plenty of opportunities for physical exercise, either through playing in the back garden, or walking to school. They also have great fun as they visit the park or visit the beach. The childminder manages children's behaviour appropriately. She encourages children to share and be kind to each other, which is helping them develop their understanding of respecting others and developing positive relationships. The childminder is fully aware of children's individual dietary needs. Snack and 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.

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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