

## Inspection report for early years provision

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<b>Unique reference number</b>	130982
<b>Inspection date</b>	31/07/2009
<b>Inspector</b>	Christine McInally

<b>Type of setting</b>	Childminder
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## 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 1989. She lives with her husband and three grown up children, of whom one is her assistant. The property comprises of a bungalow situated in a residential street in Brighton, East Sussex. The majority of the property is used for childminding and there is a rear garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, of these only three may be in the early years age range, at any one time. She also cares for children aged over eight years. She is currently caring for five children in the early years age range, and one child in the later years age range, all are cared for on a part-time basis.

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

Overall, the quality of the provision is good. The childminder provides a warm, caring and welcoming environment for children and their families. She knows the children in her care well and is fully aware of their interests and capabilities. The childminder provides a good range of resources and activities that interest them and meet their individual needs. The childminder fosters close working relationships with parents and other providers helping to fully support children's development and learning. Through the use of self-evaluation she is able to reflect on her practice and demonstrates a good capacity for improving what is offered to the children.

## **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 planning, observations and assessment system to identify next steps and plan for children's individual learning.

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

The childminder has created an extremely warm and inviting environment for children and parents. She is highly efficient and very professional in her childminding service. The childminder maintains clear and detailed documentation, which is required for the safe and efficient management of her provision and promotes all aspects of children's care. She has produced written policies and procedures which are reflected in practice and effectively shared with parents. The childminder creatively organises her home and resources to actively stimulate the children's interest and enable children to move around spontaneously and independently. The childminder has completed a self-evaluation of her practice and demonstrates an understanding of areas for improvement. She has addressed the

recommendation made at the last inspection by ensuring the garden pond does not pose a hazard to children.

The childminder has friendly but professional relationships with the parents. She discusses the children's needs thoroughly with them ensuring their child's individual needs are well met. She informs parents fully of her practice through the use of a file containing her policies and procedures, contact books and daily verbal feedback, ensuring children have continued support.

The childminder conscientiously maintains children's well-being by continuously monitoring safety issues in and around the home, and by supervising children closely. She understands and addresses children's developmental changes through a process of ongoing risk assessments to keep the environment safe as children grow. Children are safeguarded as the childminder has a very clear understanding of child protection policies and procedures. She is aware of her role and responsibility to protect the children in her care. Parents are made aware of her child protection policy so that they know what action she will take if she has any concerns.

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

The childminder provides an exceptionally warm, caring and purposeful playful environment where children feel secure and enjoy a wide variety of learning experiences. There is a balance of child-initiated and adult-led activities, which help children to be active learners. The childminder takes individual children's interests into account when planning activities and effectively includes the six areas of learning. Activities stem from understanding what children can do and how learning can be extended. The childminder demonstrates a secure understanding of children's developing needs and provides them with a broad and interesting range of activities and play opportunities. These are appropriate to children's individual ages and stages of development. However, the current system of observation and assessment to monitor children's progress does not clearly identify the next steps in their learning and how this will be promoted. Children are fully involved and interested in the various activities available to them because the childminder joins in and consistently talks to them about what they are doing, for example, as they discuss the toy animals or as they play with the dolls. Children enjoy a wide range of activities which contributes to their imaginative, physical, creative and language skills, such as role play, drawing, music and construction. They enjoy looking at books, both independently and with the childminder. They develop good counting skills through a variety of activities and daily routines. Visits to the local toddler group and outings with other childminders foster children's social skills well. Children enjoy physical play and access a wide variety of outdoor toys and resources to use in the rear garden. The childminder has a very positive attitude towards equality and how to support children with additional learning needs or disabilities so that each child is acknowledged as being unique. Children have good opportunities to learn about themselves and the world around them through planned activities and the range of resources available to them which reflect diversity. Children develop a sense of place and learn about where they live through regular outings to places of interest, such as the Bluebell Railway, the

seafront and Tilgate Park.

Children are cared for in a welcoming, healthy and safe environment. The childminder has a good understanding of safety and all reasonable steps have been taken to ensure that the environment in which children are cared for is safe and secure. Children use a good range of safe and developmentally appropriate resources that are easily accessible to encourage their independence. They are learning how to keep themselves safe through age appropriate activities such as tidying away toys and practising road safety. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection. She teaches children the importance of good hand washing routines; she explains why this is necessary so that children learn the importance of personal hygiene. Meal and snack times are sociable and while parents currently provide packed lunches for the children, the childminder demonstrates a good understanding of healthy eating practices. They socialise with others in groups and visit local amenities. She involves children in growing and harvesting vegetables in her back garden. Children benefit from the consistent praise and encouragement they receive from the childminder. They behave well and respond to the childminder's clear expectations about acceptable behaviour. Children develop good self-esteem as their efforts and achievements are praised and valued by the childminder.

## 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

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