

Inspection report for early years provision

Unique reference number	510358
Inspection date	01/06/2009
Inspector	Fran Fielder
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 has been registered since 1995. She lives with her husband and two teenage children in Crowborough, East Sussex. The whole of the ground floor is used for childminding and there is a first floor bedroom for sleeping children. There is a rear garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. She is currently minding four children aged between seven months and just under three years, all on a part-time basis. All are in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder has a Level 3 National Vocational Qualification in early years care and education. She takes children on regular outings to the local park and shops, and does regular nursery runs.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is very well organised and committed to her work. Her qualification and experience allow her to meet effectively the learning and development needs of the children in her care. She has a very good understanding of inclusion and how to promote it. She knows the minded children very well and understands the importance of treating each child as an individual. She works closely with parents and they share valuable information that promotes children's welfare. The childminder is beginning to reflect on her practice and has identified ways to improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- consider formalising the contingency plans for emergencies

The leadership and management of the early years provision

The childminder carefully maintains all required records. She has a comprehensive set of policies and procedures that she shares with parents before they place their children in her care. She has attended several training courses to ensure her knowledge is current and thorough. She has a very good understanding of child protection issues and knows the procedures to follow if she has concerns about a child in her care. Contingency plans for emergency situations, although informal, are effective and known by parents.

The childminder has carried out a full risk assessment of the premises to ensure all

areas are safe for children. Good supervision in the garden and on outings keep children safe at all times. There are very effective procedures to support children's good health and to prevent the spread of infection.

The childminder is very well organised and plans her day effectively so children enjoy a wide range of experiences both indoors and out. She gathers useful information about individuals before they are placed in her care. She takes time to observe children and assess their achievements. Using this information allows her to plan for individuals so they make very good progress in all areas of learning. She successfully builds on children's interests making learning fun for every child. She encourages parents to become involved in their children's learning by making suggestions about activities they can enjoy at home. Parents receive plenty of feedback through daily diaries and discussions.

The childminder is committed to continuous improvement and has identified some aspects of her service that she wants to enhance. Since the last inspection, she has developed her knowledge of the Early Years Foundation Stage and has introduced an effective system of monitoring children's progress. This has had a positive impact on children's welfare, learning and development.

The quality and standards of the early years provision

Children play in a clean, comfortable and well organised home where every child receives attention that makes them feel secure. Children have safe and easy access to a good range of resources that are ideal for children's age and stage of development. Children learn the importance of good personal hygiene and how to stay healthy. They know about nutritious foods, the appropriate clothes to wear according to the weather and the importance of using sun cream. They enjoy being outdoors and playing in the park on large equipment. Children love talking about their achievements and recall enjoyable times while looking through photographs. Children's economic well-being is assured as they develop important skills for the future. Their communication skills are excellent and they are able to express their views using a wide vocabulary.

Children are very happy and extremely confident. They are keen to talk about their interests and the childminder responds in a warm, calm and reassuring manner. The childminder is an excellent role model and encourages good manners. As a result, even very young children automatically say 'please', 'thank you' and 'excuse me'. Their behaviour is delightful as they respond to gentle reminders to share and be kind to each other. Children's home language and culture is valued and used to help all children learn about differences. They will, for example, listen to songs in each other's language and celebrate festivals from different countries.

Children enjoy a fabulous range of activities that help them make progress in all areas of learning. This means children develop a very positive attitude to learning. The childminder chooses themes, such as, colours, music, holidays and technology. The activities linked to each theme provide a wealth of experiences, such as, singing the 'Rainbow' song and painting rainbows, exploring and making musical instruments, visiting travel agents and looking at maps of holiday destinations, and

watching traffic lights.

Children regularly visit the library and enjoy listening to stories. They talk about the pictures, the characters and the plot. In the garden, they blow bubbles and watch them float in the air or water the potted plants. Children love to dress up and play imaginary games together.

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?	1
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?	1

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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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