

Inspection report for early years provision

Unique reference number	EY384678
Inspection date	03/06/2009
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 2008. She lives with her two children, in Portslade, East Sussex. The main area used for childminding is the ground floor of the house, there is a toilet on the ground floor and a garden is available for outdoor play.

The childminder is registered to care for a maximum of five children under eight at any one time of whom no more than three may be in the early years age range. There are currently five children on roll of whom one is in the early years age group. The childminder is registered on the Early Years Register and the compulsory part 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 no pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and secure in the care of the childminder who provides a warm and welcoming environment. They are making good progress in their learning and development as the childminder plays and support the children enthusiastically. She has a positive working relationship with parents and clearly understands that each child is unique and needs to be looked after in ways that are specific to them. The childminder has the capacity to self-evaluate her work and recognises the positive impact on children by continuously improving her practice.

What steps need to be taken to improve provision further?

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

- continue to develop observations on children's progress to ensure their next steps in their learning are identified to monitor their progress in the Early Years Foundation Stage
- ensure regular evacuation drills are carried out and details recorded in a fire log book of any problems encountered and how they were resolved

The leadership and management of the early years provision

Children are well cared for by this warm and caring childminder. She has a good understanding of how children learn and develop and she has organised her home with the children in mind so that they can access toys and resources independently. Furthermore, children have freedom to exercise choice from playing in or outdoors under close supervision by the childminder. She has started to self-evaluate her work with the children. The childminder is able to identify areas to build upon with her existing practice to ensure that children's time with her is

positive and rewarding. She is beginning to observe the children in order to track their progress and plan appropriate play experiences based on the children's interests. The childminder uses this information to help in identifying children's individual learning needs, this is an area that is still currently developing.

The childminder has a good understanding of how to keep children safe and secure in her home. For example, written risk assessments are undertaken for the areas within her home used by the children, which identify hazards and enable preventive measures to be put in place to protect children. The children are beginning to learn how to keep safe as the childminder talks to them about staying safe in the home environment and when on outings. She has clearly defined procedures for the emergency evacuation of her premises. However, these procedures have not yet been practised to help children understand even further how to stay safe. The childminder has a good knowledge of safeguarding children issues and understands the importance of reporting any concerns, supported by written safeguarding children guidance.

The effective partnership with parents enables the childminder to meet the individual needs of the children. For example, she talks to the parents and carers before children attend her setting in order to find out about their needs and requirements. This effective practice ensures that the children's individual needs are met and continuity of care promoted. In addition, she provides feedback to parents on a daily basis as a means of exchanging information about their child. There is a positive inclusive practice in place which ensures that all children and their families are respected and valued. Parents are fully aware of the childminder's practices because they receive clear information through the comprehensive policies and procedures about the service she provides.

The quality and standards of the early years provision

Children are happy and enjoy their time with the childminder because of the warmth and affection the childminder gives. Furthermore, the childminder and the children thoroughly enjoy each other's company. This enables children to grow in confidence and self-esteem as they understand that they are valued and special within the home. Children are making good progress in their learning and development. There is a wide range of toys and activities with a good balance of adult-led and child-led activities that help children to be active and creative learners.

The childminder interacts positively with the children, playing at their level, providing good support and conversation in response to their needs and requests. For example, the childminder follows children's interests as they particularly enjoy planting in the childminder's garden. They have a lovely time outside digging and watering the plants and seeds in the pots. The childminder uses good questioning techniques that encourage and challenge the children. The children also develop their creativity as they draw and paint. They have a lovely time painting pots and drawing at the easel outside in the garden as they develop their small muscle movements as they hold pencils and brushes with good control. Children are provided with opportunities to learn about diversity as the childminder provides

activities and resources which reflect positive images of the wider community. The childminder treats the children with respect as she talks to them in a calm and sensitive manner. She has appropriate methods in place to manage children's behaviour and encourages children to learn about sharing and right from wrong.

The childminder promotes a healthy lifestyle in children through daily exercise as they have opportunities to play in the childminder's garden and go for walks to the park and run around in the fresh air. Children learn good hygiene routines, which prevent the spread of germs and promote their good health. They experience relaxed meal times because the childminder sits with the children when eating and makes meal times a pleasant and social time. Drinks are also available during the day so that children remain hydrated.

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