

Inspection report for early years provision

Unique reference number	EY386929
Inspection date	12/05/2009
Inspector	Chris Mackinnon
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 partner and their three school age children in the Elm Grove area of Brighton and Hove. The house is easily accessible with the whole of the ground floor used for childminding, and a paved patio area available for outdoor play. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of three children may attend at any one time. The childminder currently has nine children on roll, with five in the early years age group. The childminder makes regular outings with children to local play areas and places of interest.

Overall effectiveness of the early years provision

The overall quality of the setting is good. The childminder successfully supports children's welfare and learning and her home is safely organised for childcare. The childminder has a good knowledge of individual children and takes care to be inclusive in her practice. Children enjoy their play and activities in a well prepared learning environment, which includes an outdoor area. A range of well planned activities is provided that effectively promotes children's learning, and the childminder shows a confident approach to improvement. Children benefit from their time at the setting and their healthy growth and development is positively encouraged.

What steps need to be taken to improve provision further?

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

- develop observation and assessment to provide more detail on individual children's next learning steps

The leadership and management of the early years provision

The childminder is an experienced parent and has an NVQ level 2 childcare qualification. She has completed the introduction to childminding course provided by the local authority, and has attended a range of supplementary training courses to support her childminding practice. The childminder has also attended training to support her knowledge and application of the Early Years Foundation Stage (EYFS). A strong aspect of the childminder's care provision is the successful organisation of an attractive and stimulating play and learning environment. Children benefit greatly from being able to explore a wide range of play resources easily, and enjoy creating their own play. Frequent outdoor play and learning is also provided, with children having easy access to the childminder's well resourced patio play area.

The childminder also has a strength in her confident and well organised approach

to self-evaluation. She has a good and clear understanding of the need for reflective practice, and regularly appraises her play programme and the learning content of the activities provided. The childminder has also successfully completed and submitted the Ofsted self-assessment document, where she clearly identifies areas for development within her childcare provision. The childminder's partnership with parents is also well organised, with parents having access to clearly written and detailed documents that describe the childminder's background and approach to childcare. The childminder values her links with parents and takes care to work closely with them to support and manage individual children's healthy development. Parents also benefit from the regular contact they have with the childminder, and access to written records of their children's progress and learning.

Children are appropriately safeguarded within the setting and close consideration is given to ensuring children feel welcome and supported. The childminder has a clear understanding of the need to protect children and keep them safe and secure. She maintains an appropriate safeguarding awareness, and has attended child protection training. She also has clear written guidance on what to do if a safeguarding concern arises.

The quality and standards of the early years provision

The childminder successfully supports and encourages children's learning development. She provides a well planned range of activities and takes care to ensure children of different ages and abilities enjoy their play. The childminder's organisation of activities shows a definite commitment to supporting children's learning, with many opportunities provided to support children's physical development and their understanding of the world around them. The childminder effectively takes note of individual children's interests when planning her play programme, and also follows broad learning themes. For example, Springtime and the seasons are used for learning about nature, and recognising shapes and colours. The childminder also maintains a well prepared learning environment with an attractive range of resources provided, to help children explore and be inventive with their play. Younger children are particularly well supported with activities designed to encourage their tactile and sensory awareness. Older children's learning is also effectively provided, with activities well planned to promote children's use of words and their ability to communicate ideas and wishes.

The childminder demonstrates a strong awareness of how to extend children's learning. During everyday activities like snack time, for example, she takes care to introduce counting and learning about numbers. Also during children's role play, she shows confidence in supporting children's personal and social learning. Frequently during play activities the childminder asks questions to prompt children's understanding of shapes, sizes and their progress with language and literacy. The childminder has a definite and clear ability to effectively ensure children develop and make progress in their learning. All six of the early learning goals are well included in both her planning and in the recording of children's achievements.

The childminder is confident in her awareness of the need to regularly observe and

assess children's development. She has separate document folders for each individual child attending and makes regular written notes on their progress and learning stages. She has also started to use photos of children during their activities, to support their learning record. The observation and recording of children's learning has been soundly established, but at present lacks sufficient detail to fully support children's next steps in learning. The childminder is effective in gathering information to maintain her knowledge of individual children's interests. She also uses her daily notes and written material positively to include parents in their children's development.

The childminder ensures children's welfare needs are successfully supported. Clear policies and procedures are in place to keep children safe and secure. The childminder's home is well prepared for childcare, and all equipment and play areas used by the children are regularly checked and included in the childminder's well organised risk assessment system. The childminder takes care to ensure individual children's healthy growth and development is successfully promoted. A range of healthy meals and snacks are provided and learning about healthy eating is included in the childminder's programme of activities. Children are also encouraged to try new foods and explore different tastes and take part in food preparation activities.

The childminder provides a well organised and stimulating play environment, that successfully supports children's enjoying and achieving. She has a wide range of resources and play materials that are well designed to engage children's interest. Many good role play resources are available, which the children use to be expressive and inventive. For example, children particularly enjoy dressing-up and pretending to be animals and monsters. The childminder also takes particular care, and demonstrates considerable skill in the provision of activities that can engage children over a wide age range. For example, she takes care to ensure younger children have close and positive support with their activities, while giving older children guidance with their learning. Frequent and well presented art-crafts and cutting and sticking activities, also encourages children's development. The childminder provides many challenges for children, as they learn to use a range of tools and materials. This effectively helps their practical skills and supports future learning.

The childminder helps children to be active, with many physical games and play activities provided. Children are also encouraged to sing, respond to music and have many opportunities for outdoor play. For example, children make much good use of the childminder's well prepared patio play area, which has a good range of resources and a safe surface, that helps to encourage physical confidence. The childminder also provides a good range of outdoor learning, with mark making, role play and a range of visual and sensory play items. The childminder successfully supports children's social skills through the effective use of positive behaviour management. She helps younger children to share and play together, and also provides opportunities for older children to get to know each other and talk about the events in their lives. Children's awareness of diversity is also well supported within the setting, with a range of festivals celebrated throughout the year, and many French words and phrases used during the childminder's daily childcare activities.

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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