

Inspection report for early years provision

Unique reference number	EY389630
Inspection date	22/07/2009
Inspector	Alison Weaver

Type of setting	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 has been registered since 2009. The childminder regularly works with his wife who is also a childminder. They live with their four year old child in a house in Heathfield near to shops, parks and schools. The whole of the ground floor, an upstairs bathroom and bedroom are used for childminding. There is a fully enclosed garden available for outside play. The childminder has two cats.

The childminder is registered to care for a maximum of six children under eight years at any one time when working alone, of whom no more than three may be in the early years age range. He is currently minding seven children in this age group. He also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder attends local carer and toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children make good progress in their learning and development as the childminder recognises that each child is unique and plans activities to meet their individual needs. Good procedures are implemented to ensure children's welfare needs are met well. Effective links are formed with parents and providers to help support each child. The childminder is aware of the need to continually improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop systems for monitoring and evaluating the childcare provision to continually improve outcomes for children
- continue to develop the assessment system that shows how children are developing in every area and aspect of learning and track individual children's progress with regard to identified next steps.

The leadership and management of the early years provision

The childminder works closely with his co childminder. They organise the environment and day well to meet the needs of children. In general, the key person system they operate is effective in the need to allow children to form emotional bonds with a specific adult. All the required records are in place and well maintained. They carry out very comprehensive risk assessments to ensure that children can move and play free from harm. The childminder has introduced some very good practice for outings including the use of baseball caps for children with the childminder's mobile number on in case a child gets lost. The childminder has a good awareness of the possible signs of child abuse and is fully aware of his responsibility to report any concerns he has.

The partnership with parents and other providers is effective. New parents receive a wide range of helpful information about the childcare provision. Parents are kept well informed by daily verbal and written feedback about their child's day and they are encouraged to share any concerns they might have. They are also given regular newsletters so that they know what themes the children will be taking part in. Good links are formed with other providers to help ensure consistent care and coherence in children's learning and development.

The childminder has not yet established ways in which he can evaluate his practices effectively in order to continue to develop and improve the provision for children. However, he is keen to develop his knowledge and skills and has attended some training. He regularly discusses his work with his co childminder. The views of parents have been sought through questionnaires and this is a process they wish to continue to utilise in the consideration of their practices.

The quality and standards of the early years provision

The childminder creates a very welcoming and visually stimulating environment for children. Their sense of belonging and independence is promoted well as they have named photos on their pegs and on the self registration display. They have a wide range of safe and suitable resources that they help themselves to. The childminder interacts very effectively with the children so that they learn as they play. He questions them well and this helps promote their language skills and extend their thinking. He counts with the children and promotes simple calculation as he encourages them to work out how many more objects are needed.

Children learn about appropriate behaviour as they discuss the house rules and learn to play together. The childminder gives very good explanations to children to help them understand about the impact of what they do on their peers. He forms good, warm and caring relationships with the children so they feel secure with him. Younger children benefit from plenty of attention and affection. They respond well to him and enjoy the activities with him. Children experience a broad range of fun and interesting activities including crafts such as making salt dough. They do themes together such as the weather where they make handprint rainbows and suns. They record the weather on their chart and draw pictures of what they see. They explore the world as they find out about mini beasts and grow potatoes. They make good use of a caterpillar kit so children learn about changes and life cycles.

The childminder regularly observes and assesses the children in his care. He identifies next steps for each child's learning so that he can provide activities that will help them develop further although the system for tracking the progress with these steps is not clearly established. He plans activities that will cover all areas of learning but is less confident that he covers all aspects of each area.

The children develop an excellent understanding of the need to maintain a healthy and clean lifestyle. They demonstrate this as they show adults how they must put their hands in front of their mouths as they cough. They help themselves to tissues

and know they must bin them after use. They learn about teeth cleaning through Smiley the crocodile. They have fun as they try different foods from around the world on their chart.

Children's awareness of personal safety is exceptional. The childminder promotes this extremely effectively and the result is that children remind adults about what they should do to stay safe. They regularly take part in fire drills and older children learn the number to call in an emergency. They also develop an excellent understanding of safety when they go out as they learn about the dangers of water, roads and strangers.

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?	3
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?	1
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?	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