

## Inspection report for early years provision

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<b>Unique reference number</b>	155401
<b>Inspection date</b>	15/04/2009
<b>Inspector</b>	Daphne Prescott
<b>Type of setting</b>	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 2001. She lives with her husband and three children, aged 9, 12 and 14 years, in Worthing, West Sussex. Part of the childminder's home is used for childminding and there is access to a garden for outside play.

The childminder is registered to care for a maximum of six children aged under eight years at any one time. When working with an assistant, she may care for a maximum of seven children aged under eight years at any one time. The registration includes overnight care for two children under 8 years. There are currently 10 children on roll, six of whom are in the early years age group. Children attend at different times of the week. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts 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 two dogs, three cats, fish and a crab as pets.

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

Overall the quality of the provision is outstanding. The lovely warm and welcoming, child-friendly environment created by the childminder ensures that children make excellent progress in their learning and development. Children enjoy a close bond with the childminder, and benefit enormously from the strong and open relationships the childminder has with parents. The childminder's practice is fully inclusive and children's individual needs for their welfare are addressed extremely well. She is fully committed to constantly reviewing her provision for children and has an excellent approach to future improvement to continually enhance the service she provides for the children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to develop a stimulating environment that offers a range of activities which will encourage children's interest and curiosity in all six areas of learning outdoors.

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

Children are extremely warmly welcomed into a lovely family environment. The childminder is very conscientious in her role as a childminder; she has obtained childcare qualifications and attends a variety of training, which displays her

commitment to improving her knowledge and understanding of young children. The childminder clearly enjoys her time with the children and, consequently, they are very happy and settled in her care. Furthermore, the organisation of the childminder's home gives the children free access to plenty of space. Children are offered lots of choice; the excellent range of toys and resources are well organised to enable children to make decisions about their play and have a fun time in the childminder's home.

The safety of the children is a very high priority for the childminder. She carries out daily safety checks prior to children arriving. Written risk assessments are in place and the effectiveness of safety measures is evident through well maintained fire safety equipment and good evacuation procedures. Safety rules are discussed with the children; they practise and discuss road safety and the fire evacuation procedure, effectively developing their awareness of staying safe. The childminder demonstrates an excellent awareness of safeguarding procedures and has all the relevant documentation so that she can ensure that any concerns about the children in her care can be addressed promptly.

The childminder has established brilliant working relationships with parents. Detailed agreements and initial discussions with parents ensure the childminder is able to provide excellent quality care and learning appropriate to children's starting points. The childminder is meticulous about completing all the required documentation. She has an excellent understanding of the documentation she is required to maintain in order to safeguard and promote children's well-being, for example, records relating to children's details, accidents and medication are very well maintained. The many comprehensive policies and procedures, which include how to make a complaint and sickness procedures, are shared with parents. The childminder asks parents to sign to confirm they have read and understood them. Furthermore, she provides parents with regular newsletters and gives them daily verbal feedback about their child and the activities they have taken part in, and this is also supported by written daily diaries. The childminder is very proactive in sharing children's progress records and developmental reports with parents, supporting parents to promote their child's learning at home. The childminder is developing very good links with other local early years providers the children attend, which means that she can complement each child's individual learning and development needs. The self-evaluation process is exceptional in that parents and children are involved through the use of questionnaires. This results in the childminder having an accurate view of her strengths and areas for improvement. Recent parental questionnaires show that parents are happy with the service the childminder provides to their children.

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

Children flourish in the stimulating play environment of the childminder's home. They have excellent relationships with the childminder and are having tremendous fun within her care. The childminder is dedicated in her approach to helping children learn. She has an in-depth knowledge of individual children in her care and plans a variety of activities for children to develop their knowledge and skills both at home and on outings. Children are very confident to make their needs

known to the childminder, who shows them great respect and kindness. The childminder's records of children's development are attractively presented in individual folders with photographic illustrations. Thoughtful observations of activities that children have enjoyed and skills they are achieving are included, and their next steps and how they will be supported in working towards these are identified.

Children have wonderful and worthwhile opportunities to develop their knowledge and skills in the six learning areas of the Early Years Foundation Stage. They have access to an excellent variety of adult- and child-led activities; they concentrate well and are very interested in the activities provided. For example, children visit local farms as the childminder follows children's interest by introducing a topic on farm animals. Children's learning is reinforced back at the childminder's home as they have a lovely time playing with the toy farm. During their play they are developing their imagination as they pretend to load the trackers with straw to feed the animals. Children are very excited as they are able to recall their outing with the childminder, talking about the animals that they have seen. During their chat the childminder introduces new words to the children, such as combine harvester, developing their vocabulary. Furthermore, the childminder chats to the children all the time, discussing what they are doing and events in their families. This has a very good impact on the children, developing their vocabulary and language skills, and making them feel valued and confident. Children have many opportunities to develop an interest in books and mark making, and learn about numbers and counting during their play. There are many creative activities, such as painting, chalking and crayoning, which enable children to express their own ideas and develop skills for writing. Indoors and in the childminder's garden children have exciting opportunities to delve in trays as they manipulate a variety of media and implements, for example, spooning rice into buckets and dragging their trackers through to make different patterns.

Children's behaviour is exemplary. Good behaviour is encouraged at all times and, as a result, all children play well together well, sharing and taking turns as they join in with the games. Praise is used very well and, as a result, children develop good levels of self-esteem. The childminder values children as unique individuals and diversity is respected. She encourages children to respect and have an understanding of others, through discussion and the celebration of festivals, and through positive images in books and small world and imaginative play equipment. Children also learn about other cultures through visiting different places with the childminder, such as a Chinese restaurant, when acknowledging Chinese New Year.

Healthy lifestyles are also promoted as children have a lovely time playing outside in the childminder's garden. They run around in the fresh air and learn the benefits of exercise and develop their physical skills as they ride on their bikes and play on the swings. The childminder wishes to develop her garden area to provide a wider range of activities which will encourage children's interest and curiosity in all six areas of learning outdoors. Hygiene routines are very good and they are aware of the routine as they independently wash their hands with soap and dry their hands with the paper towels provided before eating their meals. This helps children begin to understand the importance of good hygiene. The childminder provides the

children with healthy and nutritious homemade meals and snacks. The menu is displayed for parents and shows a variety of nutritious meals. On other occasions, parents provide their children's meals and the childminder ensures that packed lunches are stored safely in the fridge. Children have their individual beakers of water available all the time so that they are not thirsty. They help to grow vegetables and fruit in the childminder's garden which widens their knowledge of healthy eating, growth and change. Children experience very relaxed and sociable mealtimes and suitable furniture is available to enable them to sit comfortably.

## 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
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?	1
How well are children helped to make a positive contribution?	1
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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