

Inspection report for early years provision

Unique reference number	114707
Inspection date	20/07/2009
Inspector	Michelle Ann Parham
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 registered in 1999 and lives with her husband and two children in a residential area of Fontwell in West Sussex. The property is accessible with toileting facilities situated on the ground floor. The ground floor is used for childminding and there is a fully enclosed rear garden area suitable for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding six children in the early years age group and one older child. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The family has a cat and rabbit as pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder promotes inclusive practice, recognising the uniqueness of all the children and building warm and trusting relationships where they feel happy and secure to explore their play and learning. Children thrive in this setting as their individual care, learning and development needs are extremely well met. The childminder has a highly organised and professional approach to childminding. Taking account of recommendations from a previous inspection and undertaking a wealth of additional training reflects strongly in work practice, evidencing the childminder's excellent capacity for continual improvement.

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 with planned introductory letters to new key persons to further develop working in partnership with others.

The leadership and management of the early years provision

The childminder provides a wonderful, high quality childcare service to support children and their families. She continually strives to evolve and implement improvement through ongoing professional development and effective delivery of all requirements of the Early Years Foundation Stage. Children benefit from stimulating and worthwhile activities, enjoying a well balanced curriculum and a wealth of well organised resources for use in the dedicated conservatory playroom or rear garden. Observations link clearly to areas of learning and the childminder identifies next steps to ensure progress and development. Self-evaluation of the provision highlights strengths and planned improvements and informal review and ongoing evaluation of activities and seeking views from children and parents contributes to improving practice.

The childminder provides parents with a wealth of good quality information about her service as she provides a comprehensive operational pack outlining working practice and policies for their own reference. Daily diaries outline events, play and activities and general care routines ensuring parents are fully informed and included. Assessments are completed and shared whenever required and formally on a regular basis to share progress and achievements and ensure parents are aware of targets for development. A prominent notice board and personal letters also contribute to good sharing of information and data sticks are provided for individual families as a wonderful picture library of events and activities children have enjoyed. The childminder has made important links with other key persons and is aware of the importance of partnership in the wider context. She is fully aware of children's individual requirements, skills and capabilities, gathering all required information from parents prior to children attending.

The childminder has an excellent awareness of signs and symptoms that may cause concern and is clear of the procedure to take to safeguard children, having also undertaken additional child protection training. All hazards in the home and garden are identified and minimised using effective safety measures, such as gates, cupboard locks, socket covers and safe storage of hazardous materials. Comprehensive risk assessments occur for the home and for outings. Children are beginning to learn how to keep safe through discussion, expected behaviour and routines, such as practising road safety and learning about other hazards, such as unfamiliar animals. The childminder also provides identity cards for outings and high visibility tabards, which further contribute to children's safety, instilling the importance of staying with her and where they can be seen.

The quality and standards of the early years provision

Children have a wonderful selection of well organised and very good quality play resources and experiences. They enjoy a balance of adult and child led activities, following their own interests, with the childminder supporting children effectively. She ensures differentiation and adapts activities to ensure all can participate safely and receive sufficient challenge and stimulation. For example, by providing younger children with more manageable painting tools, such as thicker brushes and sponges or pre-cut templates, whilst ensuring older children can hone skills using finer brushes and cutting their own templates. Excellent organisation of the dedicated conservatory playroom promotes self-choice and easy identification of resources with very good use of labelling in text and picture format. A bright, attractive mark making area and lovely book corner with children's armchairs, cushions and bean bag thoroughly promotes opportunities for reading for pleasure and developing writing and literacy skills. Children have excellent opportunities to develop independence as they practice self-care skills, such as dressing or as they visit the toilet area. They are also actively involved in choosing meals and snacks and food preparation including self-serving at mealtimes using serving dishes. Therefore, contributing to children being active participants and developing confidence and further independence and manipulative skills. Children are highly valued as individuals and develop high levels of confidence and self-esteem as the childminder helps them feel important by getting to know them well and, for

example, displaying their work prominently. She is a very good role model, encouraging good manners and using praise and encouragement and stickers for reward to encourage good behaviour. Children benefit from simple rules that promote kindness and staying safe and through discussion with the childminder are beginning to learn the effect their behaviour has on others. Children have lots of resources that portray positive images and which are non-stereotypical. They gain respect and understanding of others as the childminder covers various Christian and other religious festivals and events, such as Easter, Chinese New Year, Buddhist Nirvana day, Hanukah and Eid.

Children have wonderful activities, such as planting and caring for fruits and vegetables and making a real-life scarecrow for the garden. As a result, they develop mathematical concepts as they measure and compare as things grow, such as how big the sunflower or tomato plants are. Interesting activities, such as studying lifecycles of tadpoles or caterpillars help children learn about the natural world. Regular visits into the community to duck ponds, parks and local woods are wonderful opportunities to develop physical skills and discover the local environment and wildlife. Children use interactive toys, such as telephones and cash till in their imaginative play and also have use of the laptop with educational programmes that promote literacy and following simple instructions. As a result, children develop important skills to help with their future economic well-being. A wealth of small world play, such as figures, dolls house, cars and animals and the dedicated role play area promote imagination and for children to imitate home life, which is often important to help younger children feel secure. Children also benefit from expressing themselves creatively using musical instruments and having favourite songs and rhymes, such as 'Wind the Bobbin' and 'Roly, Poly' and visit a local singing and rhyme group on a weekly basis. They can express themselves often using various media, such as play dough, paints and craft resources making articles, such as models or friendship bracelets. Children learn to problem solve using a wide selection of puzzles and inset boards and design and create using construction equipment such as K'nex, Lego, Duplo and Mobilo, working out how to build and put equipment together.

Being healthy is very well promoted and children follow stringent procedures to maintain their good health, such as regular hand washing and brushing teeth if they stay for a long day. They learn about being healthy through discussing the importance of healthy eating, exercise and having activities and props, such as posters and books that promote good health and hygiene. Individual flannels are provided to prevent the spread of infection. The childminder has a nursing qualification and has recently renewed her first aid, ensuring she can deal with accidents and ill-health effectively and efficiently. She provides wholesome home cooked meals and uses 'Change for Life' information for children to learn about and follow '5 a day' recommendations.

The childminder forms trusting relationships with the children, evidenced as they are relaxed and secure in her care, enjoying cuddles and attention. She has a warm friendly manner and is highly attentive to their individual needs. Children explore their individual play with confidence and are obviously very happy and comfortable in the setting. They make excellent progress in learning and development as the childminder provides a highly stimulating environment where

they have activities and experiences provided that follow their interests and build on what they know and can do. The childminder provides an exemplary childcare service where all welfare and learning and development requirements are well met and children are thoroughly encouraged to enjoy and achieve.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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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