

## Inspection report for early years provision

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<b>Unique reference number</b>	114842
<b>Inspection date</b>	09/07/2009
<b>Inspector</b>	Bridget Richardson
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1995. She lives with her husband, who works alongside her as an assistant, and two children aged 15 and 12 years in Horsham, West Sussex. The whole ground floor of the childminder's house is used for childminding and there is a garden for outside play. The family have one budgerigar, two rabbits, two guinea pigs, two hamsters and fish.

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. An exception applies to allow the childminder to care for four children in the early years age group for named children on specific days. When working with an assistant they may care for a maximum of six children in the early years age range. She is currently minding five in this age group. She also offers care to children aged over five years to 13 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and attends several toddler groups on a regular basis.

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

Overall, the quality of the provision is good. The childminder offers a welcoming, inclusive service where children are respected as individuals. They play happily in a warm, caring atmosphere. The childminder has secure and established working relationships with parents, which ensures continuity of care. The childminder has an evaluation system in place, which assists her to identify the strengths and weaknesses of her provision to support continuous improvements to benefit children's care, welfare and learning.

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

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

- develop risk assessments to show how hazards identified are dealt with
- use systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development

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

The childminder's documentation is organised very well and she maintains clear and up-to-date records regarding children's welfare. Parents are informed about the care their child receives. They receive a welcome pack, which includes details of the service provided and the policies and procedures, which underpin their care. Daily discussions help keep parents up-to-date with their child's daily activities,

routines and well-being. Arrangements for gathering and sharing information about children's learning and level of development are being established along with systems for assessing their progress. Effective settling-in arrangements are agreed with parents and contribute towards children becoming confident and comfortable with the childminder. Parents value the positive relationships developed.

Safety is given careful consideration in the home and for outings. Suitable safety equipment is in place to ensure children are safe. Records of risk assessments are in place and updated on regular intervals and supported through daily visual checks to ensure all areas both in the home and on outings are suitable for children. However, they do not show how hazards identified are minimised. A clear emergency plan has been drawn up should a child have an accident. The childminder has a clear evacuation procedure in place, which she practises with the children.

The childminder has a sound knowledge of child protection issues and procedures for safeguarding children's welfare. She is beginning to use the Early Years Foundation Stage documents, but as yet is not familiar with the learning and development requirements. She has given thought to evaluating her provision and is aware of the key areas for development.

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

Children are happy and confident in the childminder's care. They relish the cuddles and comfort they receive and actively seek out the childminder for help and support. They benefit from the childminder's relaxed manner and encouragement as they play. Older children are encouraged to talk about what they are doing and their experiences. They develop their physical skills as they play in the garden on the extensive range of equipment accessible to them and have opportunities to learn about the world around them and living things through outings and as they help to feed the family rabbits.

Weekly trips to a parent and toddler group and visits to other childminders help children to develop their social skills and extend their experiences. Children have free flow play and are able to choose what they want to do from the extensive range of resources. They confidently help themselves to resources and are learning how to share and take turns. Observations of children's achievements are beginning to be introduced, although they are not clearly linked to the early learning goals or used to identify children's next steps for learning.

Children are safe and secure in the clean and well-maintained home. They learn about how to keep themselves safe as the childminder explains about the importance of road safety when going for walks and how to use equipment safely. They gain independence with their personal hygiene because of the good support they receive. For example, in the bathroom laminated cards give gentle reminders to children on ensuring they wash their hands after using the toilet. Drinks are always available should they become thirsty. The childminder has a clear policy on ensuring all meals and snacks offered to children are healthy and nutritious. She takes into account their personal and dietary requirements and ensures that these

are met and offers children choices of what they would like to eat. Clear and consistent boundaries help children understand what is expected of them and consequently they behave well. They learn to be kind to each other and play cooperatively together. Children are happy and enjoy their time with the childminder.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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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