

Inspection report for early years provision

Unique reference number	155399
Inspection date	19/08/2009
Inspector	Teresa Colburn
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 1999. She lives with her husband and two children aged 14 and 16 years in Shoreham-by-Sea, West Sussex. The playroom, conservatory and kitchen on the ground floor of the childminder's house are used for childminding. The garden is not included in the childminder's registration.

The childminder is registered to care for a maximum of five children at any one time and is currently minding seven children in the early years age group and five children in the later years age group, on a part time basis. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. The childminder mostly drives to local schools to take and collect children. The childminder attends and helps run a local parent and toddler group. In addition, she is an Adur network childminder.

Overall effectiveness of the early years provision

The overall effectiveness is good. The childminder develops good partnerships with parents which contribute effectively to her knowledge and understanding of children's individual needs. The learning environment and resources are readily available to all children. The childminder has a positive attitude towards development and enhancing her service to further improve the outcomes for children and has plans in place for future development.

What steps need to be taken to improve provision further?

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

- further develop the written safeguarding policy
- improve the programme for Communication, Language and Literacy by introducing key word labels around the room in order to help children learn that print carries meaning
- further develop systematic observations and assessments of each child's achievements, interests and learning styles

The leadership and management of the early years provision

The childminder manages her child care practice effectively. She provides a welcoming and comfortable home which is clean and safe for young children. She is a member of a childminding network. The childminder is aware of the self-evaluation forms and is in the process of starting this so as to provide an ongoing assessment of her provision.

Children enjoy their play in a safe, secure environment. A risk assessment of the house has been carried out and steps have been taken to minimise risks, such as stair gates. All equipment and resources are well maintained. They are cleaned and

checked regularly and thrown away if broken. Toys are rotated to give the children choice. A written emergency evacuation procedure is in place and is practised with the children; they are becoming aware of how to keep themselves safe.

The childminder has a sound awareness of child protection issues and of the procedures to follow, and shares her responsibility with parents through verbal and written communication. She is undertaking training to further update her knowledge. However, the written policy does not clearly detail her verbal procedure and understanding.

The childminder works effectively with parents to ensure that she has all the relevant information to care for children and she takes extra details about them, such as their likes and dislikes and home life, so she can build good relationships with them. The childminder has developed a portfolio which includes written policies and procedures. Copies of the policies are discussed with parents at the introduction meeting; helping to forge good working relationships and a shared understanding from an early stage. Parents are provided with good information about their children's care and learning. For example, the childminder maintains children's individual daily diaries for younger children and parents are able to view their children's records of development. A monthly informative newsletter ensure parents are aware of forthcoming events.

The quality and standards of the early years provision

The childminder demonstrates a sound knowledge and understanding of the Early Years Foundation Stage Framework. She observes each child and records their development in their individual files. The childminder is aware of the need to further develop her observation, assessment and planning systems.

Children are confident, relaxed and settled within the home. They are encouraged to be active, independent learners, self-selecting resources for themselves from the range of toys available.

The childminder promotes a healthy eating lifestyle. Children eagerly socialise with each other at snack time, they enjoy eating various fruit and breadsticks as they chat informally. At the time of the inspection children were involved in imaginary play with small wooden blocks, the children enjoyed making new towers and creations. Children concentrate intently as they cut out their own drawing and cut along straight lines.

Children have good opportunities to meet other children and adults, and to learn about their local community as the childminder frequently visits the local Children's Centre, toddler groups and childminding groups. The childminder ensures that children are safe at all times and has effective health and hygiene practices in place. For example, children understand the need to wash their hands before snack and after using the bathroom. Children take pleasure in enjoying outdoor play areas, such as the park, local woods or at the Children's Centre.

The children enjoy using language to imagine and create role play, for example,

whilst playing in the tent they enjoyed using their imagination with threading buttons. However, the dedicated playroom does not currently reflect any written key words or labelling that would help all children learn that print carries meaning.

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?	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