

Inspection report for early years provision

Unique reference number	EY259306
Inspection date	23/09/2009
Inspector	Daphne Prescott

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.

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Description of the childminding

The childminder has been registered since 2003. She lives with her husband and two children in North Lancing, West Sussex. The ground floor is used for childminding, with sleeping and toilet facilities within this area. There is a garden available 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. There are currently ten children on roll, of whom four 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 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 have one cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides an inclusive and very welcoming service in which children are treated as individuals and their welfare needs are effectively met. This is a result of the childminder's great enthusiasm for providing good quality childcare. The childminder is very competent and forward thinking in the management of her provision. She has very good relationships with parents and shares information regularly to keep them well informed about their child's progress. An initial self-evaluation means there are effective strategies in place to support the continuous improvement of the service she provides for the benefit of the children and their families.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure parental permission is requested, at the time of admission to the provision, to the seeking of any necessary medical advice or treatment in the future (Safeguarding and promoting children's welfare). 28/09/2009

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

- ensure the risk assessment includes everything that a child comes into contact with.

The effectiveness of leadership and management of the early years provision

The childminder places a strong emphasis on children's safety and well-being. A safety check is undertaken daily in and outdoors so that children are able to freely explore their environment. Written risk assessments are undertaken which identify most hazards and enable the preventive measures to be put in place to protect children. However, a small area of the childminder's garden drops down to another level. She ensures that steps are taken to teach children how to gain access to this area safely. However, this has not been included in the risk assessment to ensure children are not exposed to unnecessary risks. Children are able to move freely and independently indoors within the constraints of safety while under the close supervision of the childminder at all times. They are effectively safeguarded as the childminder is aware and has a clear understanding of her important role and responsibility relating to child protection matters.

The childminder establishes caring and supportive working relationships with parents. All children's personal details are gathered from parents before they begin a placement and she is sensitive to their individual needs and interest when settling them in her home. There are effective systems in place to share information and to keep parents informed about their children's care and learning. The childminder maintains a detailed daily diary where she carefully records day-to-day welfare matters and children's activities, which are shared with the children's parents. She recognises that effective partnerships with parents and other early years settings that children attend are integral to every child's continual development and ensures that she maintains a two-way flow of information sharing to promote continuity of care and learning. All of the required documentation is in place and maintained, with the exception that a record of the necessary emergency consent has not been obtained from a parent to help towards promoting children's safety and welfare. The childminder's record-keeping is professionally organised which helps her to use the information effectively to support the children in her care. Children's attendance is well recorded with details of their arrival and departure and the childminder has compiled clear written policies and procedures that keep parents informed of her methods.

The childminder reflects on her practice clearly and objectively. She has addressed previous recommendations from her last inspection, improving outcomes for children. The childminder is very enthusiastic and creative in her application of the learning and development requirements. She demonstrates a good aptitude to improve her provision for children and is increasingly confident in the recording of observations of children's learning. The childminder utilises regular training opportunities and holds a current first aid certificate.

The quality and standards of the early years provision and outcomes for children

Children are cared for in a caring and loving family environment in which they feel secure to investigate their surroundings. They regularly approach the childminder

for cuddles and she shows a lot of affection towards them, offering support. A dedicated play room enables children to self-select resources and enjoy a lovely range of activities that capture their interest. In addition, other areas on the ground floor are set out with different activities which enable the children to have ample space to move around and make choices. The childminder has a good knowledge and understanding of the early learning goals and along with her effective skills in engaging children in challenging and stimulating activities, she successfully helps children to make good progress in all areas of their development. She plans a wide range of activities each week based on children's individual interests and needs. She regularly observes and records children's development in their individual portfolios, identifying children's next steps for learning to inform the planning process, which are shared with parents.

There is a wide range of toys and activities with a good balance of adult-led and child-led activities that help children to think critically and be active and creative learners. Children are totally relaxed in the childminder's care and conversation flows freely during play because the childminder uses good questioning skills to help children think and demonstrate what they know. Children have a great time playing imaginatively with role play equipment, making tents with the help of the childminder and playing imaginatively with dolls as they pretend to change their nappies. They enjoy listening to a range of stories and they explore the different sounds of musical instruments and distinguish differences in word patterns and rhythms. Children develop control of their bodies as they play on the slide in the childminder's garden. They show an interest in books as they independently select one to look at, turning the pages carefully to view the pictures. Children have lots of opportunities to develop their creative skills as there is a wide range of art and craft activities available. They engage in activities that require them to notice shape and sizes as they play with the shape sorter. Children are learning about their local community through trips to the park and toddler groups. They also learn about the world they live in as they look at the world map displayed on the wall, naming the different places that people and animals live with support from the childminder. Equality is promoted by raising children's awareness of different lifestyles through celebrating a variety of festivals. A range of positive images in games, books and small world figures reinforce cultural and physical diversity. Inclusive practice is also promoted as all children are encouraged equally to access the play opportunities on offer.

Children learn about a healthy lifestyle because the childminder liaises closely with parents in order to meet children's individual dietary requirements. The childminder provides children with healthy and nutritious home cooked foods. They tuck into fresh fruit and raisins for snacks, and fresh water or juice is available throughout the day. There are good systems in place to deal with any accidents, incidents or illnesses and children's health needs are well promoted. Children are also learning how to keep themselves healthy as they learn good hygiene practices. The downstairs cloakroom provides children with their own hand towels which help to prevent the risk of cross-infection. Children form strong and lovely relationships with the childminder and each other. Their growing confidence is supported because the childminder praises them when they achieve the challenges they set themselves as well as when they share resources or play well together. The childminder manages children's behaviour appropriately, providing a good role

model for politeness and consideration of others. Children are developing a good understanding of how to keep themselves safe through discussions and everyday activities. The childminder talks to them about staying safe in the home environment, garden and when on outings. For example, she teaches them how to cross roads safely. She has clearly defined procedures for the emergency evacuation of her premises and children are aware of fire safety because they take part in regular fire drills.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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