

Inspection report for early years provision

Unique reference number	131043
Inspection date	12/08/2009
Inspector	Chris Mackinnon
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 first registered with Ofsted in 2001. She lives with her husband, their two teenage children in the Bear Road area of Brighton and Hove. The house is easily accessible and the whole of the ground floor is used for childminding, with an easily accessible garden area available for outdoor activities. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of four children may attend at any time, with no more than three children in the early years age group. The childminder currently has five children on roll, with four in the early years age group. The childminder makes regular outings to the nearby parks, play areas and places of interest.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a good knowledge of the individual children in her care, and successfully promotes their welfare and learning needs. A secure and well organised play and learning environment is provided, and children can also easily explore resources and enjoy learning outdoors. The childminder is well trained and experienced and provides an excellent programme of activities and play projects, to successfully encourage children's learning progress. The childminder is also an inclusive provider, and works closely with parents and other carers to support children's care and welfare needs. The childminder shows a positive commitment to improvement, and uses self-evaluation effectively, to maintain good standards within her childcare provision.

What steps need to be taken to improve provision further?

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

- continue to develop observational assessment and the planning of individual children's experiences, to support their progress towards the early learning goals

The leadership and management of the early years provision

The childminder provides well organised childcare, and children have access to attractive and stimulating play areas. An excellent range of planned activities are also provided to successfully promote children's learning and development. The childminder also presents children with an attractive and stimulating range of play and learning resources, to meet the learning needs of children over a wide age range. The childminder is an experienced and established carer. She has a NVQ, level 3 in childminding practice, and has also recently completed training in the Early Years Foundation Stage (EYFS) framework. The childminder has a number of strengths within her practice, particularly with her confident application of the

EYFS framework. She also shows considerable skill in her knowledge and use of the early learning goals within her play programme. The childminder also has a definite strength in her organisation of the play environment, with children able to access a wide range of learning opportunities outdoors.

The childminder makes good use of reflective practice within her play programme and has a clear and consistent approach to self-evaluation. For example, she has recently re-developed her system of observation and assessment, to include more comments on children's progress towards the early learning goals. She has also successfully completed a detailed self-evaluation document, that includes a commitment to continued training and intentions to further her good practice, in partnership with other network childminders. She also stated that she takes a positive approach to change and improvement, and sees the EYFS framework as an ongoing process, of finding and developing ways to help children benefit from their experiences.

A consistent element within the care provided, is the close and friendly partnerships established with parents. The childminder takes time during her day, to ensure children and parents are included in her play programme. For example, the childminder has created a visual learning display area for children using photos of family groups, to help children make links and recognise friends and people who are important to them. The childminder successfully supports children's learning progress, by gathering information from home, on children's interests, likes and dislikes. She also works effectively to be supportive of parents and help with their concerns.

The childminder has much experience in providing home-based childcare, and has a clear understanding of the need to safeguard children. She is able to make children welcome in her home, and maintains a close interest in their health and well-being. Throughout her play programme, she confidently ensures children are kept secure and protected. She has consistently attended child protection training, and has effective safeguarding policies and procedures in place.

The quality and standards of the early years provision

The childminder's provision of learning and development is highly organised. She takes care to prepare and plan a good range of activities, that successfully encourages children's progress and achievement. The childminder make good use of the EYFS principles, and devises engaging play projects, based on sound learning themes to challenge children and offer many positive learning experiences. For example, good use is made of art and crafts and visual displays, that children can contribute to; as with a recent project painting and making butterfly shapes and pictures. The childminder also takes careful note of individual children's interests and preferences, to support their learning. For example, one particular child has a current interest in all things to do with wheels, and this knowledge is used effectively to plan and present resources and activities to support and expand his interest. Information from home is also effectively used to inform and provide focus on individual children's planned learning.

The childminder is highly effective in helping children to extend their learning, and make good progress through the early learning goals. During many interactions with the childminder, children's communication skills and use of language is consistently well supported. Children's ability to count and know about sizes is also well promoted. The childminder shows considerable skill in the highly effective way she helps children move between the learning areas. For example, during explorative play in her garden, she is able to extend and include all six of the early learning areas; by skilfully using the trees, plants and the outdoor environment. The childminder has an excellent awareness of the EYFS learning requirements and uses her good knowledge and confidence with the early learning goals, to successfully shape her planning and ensure children's continued learning.

The childminder also contributes effectively to children's learning development, through her consistent and highly organised use of observation and assessment. Children's achievements and their growing confidence is well noted and considered within the play programme. Children's responses to the play and learning activities, is also successfully recorded by the highly effective use of photos and written detail kept in large work-books, allocated to each child. The childminder demonstrates a strong commitment to observation, through her consistent gathering of information on individual children's progress. This good work ensures children's next steps in learning are well recognised and considered.

The childminder's support for children's welfare is effective and well organised. A clear range of safety procedures are in place to ensure children are secure and kept from harm. The childminder also carries out regular risk assessments that cover all the play areas provided. Through close supervision and guidance, children develop a good awareness of the need to play safely, particularly during the many outdoor activities provided. A good range of healthy foods and snacks are provided, and the childminder is a strong promoter of children's healthy eating, to maintain good growth and development.

A significant strength within the childminder's provision, is the organisation and presentation of a stimulating and attractive learning environment. Children have access to a well prepared play-room, with many useful and well chosen resources in place to engage and foster their interest. Children are also able to move freely from the play-room to an outdoor area, where many of the planned learning activities take place. Most notable, is the good use that is made of the childminder's garden. For example, a wide range of opportunities for physical play area provided, with a mini-trampoline, slide and balancing activities. Children also enjoy messy play outdoors, and have good access to trees and plants, to support learning about nature and growing.

Children's enjoying and achieving is successfully encouraged and well promoted. The childminder consistently supports children's use of words and confidence with their speech. Children's art and crafts and making skills are also greatly promoted, with themed learning projects and the making of visual displays. The childminder also strongly encourages children to create and invent their own play. For example, children enjoy role play with a play-kitchen and cooking resources, preparing pizza and organising a play picnic. The childminder also effectively encourages children's learning with puzzles, mark-making and a range of assembly

systems, which are good for manipulative skills. Children enjoy quiet play activities and also have many opportunities to look at books and read stories. The childminder is clearly committed to the maintenance of children's enjoying and achieving. To support this aim and to improve her practice, an ongoing area for development is identified in observational assessment, and the planning of children's learning experiences.

The childminder recognises that an important element within her play programme, is the fostering of good behaviour and children's ability to make a positive contribution. Frequently during their play, the childminder prompts children's awareness of others, and supports their personal and social learning. Children are also successfully encouraged to share resources and play together co-operatively. The childminder takes care to provide a range of opportunities for children to learn about the wider world, and an understanding of diversity is also effectively promoted within the play programme.

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?	2
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?	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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