

Inspection report for early years provision

Unique reference number	114819
Inspection date	24/09/2009
Inspector	Alison Large
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1984. She lives with her husband who is also a registered childminder in the Chichester area of West Sussex. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The ground floor is easily accessible to adults and children. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The childminder is registered to care for a maximum of six children under eight at any one time. She is currently minding seven children on a part-time basis in the early years age group all day. The childminder is able to walk or drive to the local schools and pre-schools to take and collect children. The family have pet fish. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time in the care of the childminder who is experienced, calm and loving. She has an inclusive approach and this means that children of all abilities take part in activities which she adapts to meet their individual stages of development. The childminder has excellent relationships with parents and, as a result, children are very happy, settled, safe and secure in a setting where the childminder meets their individual needs. The childminder is relatively well organised, although some documentation and consents required for the welfare of children, are not in place. The childminder has implemented the recommendation from her last inspection.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and welfare) 30/10/2009

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

- develop systems of observation, assessment and planning to fully support children's learning and development
- improve knowledge and understanding of the requirements set out in the Early Years Foundation Stage framework
- update and implement the required policies and procedures in line with the Early Years Foundation Stage curriculum

The effectiveness of leadership and management of the early years provision

Children are welcomed into a warm and caring environment. The childminder ensures that children are safeguarded and always supervised by herself or her husband. She and her husband who co-childmind's with her share the responsibility of completing the contracts and children's details forms with parents and they record all children's times of arrival and departure. The childminder is clear about the action she would take if she had any concerns regarding the children in her care. However, some required policies are not in place or lack some up-to-date information and detail, as the childminder does not have a secure understanding or knowledge of the Early Years Foundation Stage (EYFS). The childminder ensures children's health and safety as she completes visual risk assessments on the premises and equipment, and talks to children about keeping themselves safe. However, she has not sought permission from parents to seek emergency medical advice and treatment for each child, which is a breach of regulations.

Children develop independence as they select their activities from a good range of resources both indoors and outside. Daily routines ensure that children have plenty of opportunities to play and learn indoors, outdoors and on a variety of outings. The childminder supports parents well as she provides flexible care arrangements; she keeps parents informed about routines and activities on an informal basis as she talks to them when they collect their children. Although formal self-evaluation has not been started, the childminder is aware of some of her strengths and some of the areas she needs to develop. Parents are very happy with this provision and they report that the childminder's are very caring and welcoming and that their children are cared for in a safe and happy environment. At present the childminder keeps minimal written records on children, but her knowledge of each child means that she is able to plan activities to meet children's individual learning needs.

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

Children thoroughly enjoy their time at the childminder's and make progress in their learning and development. The childminder puts children's individual needs as a priority and they delight in the high levels of support and attention they receive from both the childminders who know each child very well. Children take part in a range of interesting activities, some of which are adult-led, for example, an art and craft activity or completing puzzles. At other times, children initiate their own play and learning as they make choices from the good range of easily accessible resources which are suitable for all ages. Children enjoy playing with the tractors and diggers, looking at books or drawing. Older children confidently request certain resources or activities and have a good knowledge of what is available to them each day.

The childminder is beginning to observe children's progress, but has not started the individual books and photographic records to share with parents and other

settings children may attend. The childminder informally plans her day according to which children she is caring for, adapting activities to meet each child's needs whilst taking into account their age or stage of development. Although the childminder has a good understanding of how children learn and the progress children are making, there is no formal planning in place to clearly identify the next steps in individual children's learning to ensure that they are meeting their full potential.

Children play and learn in a safe and secure environment, where they learn about how to keep safe indoors and about road safety when out walking. Children develop a healthy lifestyle through daily physical exercise. They relish playing in the garden and the childminders have organised their home so that children can move between the garden and indoors on a free-flow basis. Children behave well and form positive relationships with the other children cared for.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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	3

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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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