

## Inspection report for early years provision

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<b>Unique reference number</b>	EY381875
<b>Inspection date</b>	27/08/2009
<b>Inspector</b>	Jacqueline Patricia Walter
<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).

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 2008. She lives with her partner and child aged three. They live in a ground floor flat, in Brighton which is in East Sussex. The provision is close to shops, parks and transportation links. The whole of the property is used for childminding and there is an enclosed rear garden for outdoor play.

The childminder is registered to care for a maximum of two children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good. A wide and stimulating range of resources and activities are available in most areas of learning, which gives all the children good experiences and opportunities in which to develop skills and understanding. The childminder has good knowledge of how children learn and her planning and assessment systems are implemented well overall and as a result children make good progress towards the early learning goals. Individual children are valued and their needs are successfully met as a result of recognising the uniqueness of every child. Children's health and safety and children's understanding of it is promoted well overall and partnerships with parents promote effective systems to share and gather initial information on the individual children. The planning for improvement including the process for self evaluation is good, resulting, in a service that is responsive to the needs of all of its users.

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

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

- continue to develop resources and experiences for children, particularly in the outdoor area
- develop methods in the assessment system to ensure all the areas of learning are being promoted
- continue to develop systems to encourage parents to be involved in their children's learning
- provide further opportunities for children to develop an understanding of safety

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

All of the required documentation is in place, reviewed regularly and stored appropriately. The childminder has a suitable understanding of protecting children from child abuse. Having recently completed a safeguarding course she is fully aware of signs and symptoms and has an overall aware of the correct procedures to follow when concerns are raised with children in her care. She has written guidance and emergency contact numbers easily available and an appropriate record system in place for recording existing injuries. As a result, children's welfare is safeguarded appropriately.

The childminder promotes anti-discriminatory practice well by providing activities and using resources that show positive images of culture, gender, disabilities and religion. There are effective systems to gather information, such as children's individual religions and these differences are effectively valued and supported. For example, children can listen to their countries traditional music and eat food of their countries origin. The childminder works well overall with parents. She shares clear, information on the Early Years Foundation Stage and information on her setting through a parents pack, which includes written information policies and procedures. Children's progress, achievements and information on their care and learning are shared effectively through systems, such as, a daily diary and their development files, are made available at all times. However, although parents share good information on their children initially, there are few opportunities for parents to become continually involved in their children's learning.

The childminder recognises the value of continuous self-evaluation and improvement and how it impacts on children's achievements well. For example, she has evaluated her care and educational provision, identified areas of improvement and as a result completed a wealth of additional training, reflecting learning and development in the Early Years Foundation Stage. She has also devised and implemented a questionnaire for parents and has successfully addressed issues, which have successfully impacted on promoting children's health and social interaction.

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

The childminder provides a warm and welcoming environment where young children in particular are able to feel confident and secure and develop appropriate skills in independence and choice making. She provides a wide range of stimulating resources and activities in most areas. For example, children are able to make and bake gingerbread men, explore coloured pasta, and enjoy resources, such as magic water painting on a large plastic mat. She interacts and extends the learning of children well. For example, with younger children she promotes their communication language and literacy skills by introducing new words, repeating them several times and then giving children time to say them. The childminder values children and includes them all in decisions about their play. As a result, they are developing confidence in expressing their wants and needs. She provides some good opportunities to develop knowledge, understanding of the world and social

skills through daily outings to the library or local parks, as well as several toddler and drop in clubs. However, the resources and activities in the outdoor area are limited to only several items and as a result, the childminder spends a lot of time encouraging children to play amicably and share the resources fairly. She has a good understanding of how to help children progress in their learning. For example, parents complete a 'Celebrating me' form, which enables her to effectively ascertain starting points in their development and she observes children individually recording what their interests are and at what stage of development they are at. Also noting the areas of learning which are reflected. She then notes possible areas of development and in addition to the provision already available, provides weekly written plans that provide activities and resources that promote the desired learning. However, at present there are no monitoring systems in place to ensure that they are developing in all the areas of learning. The childminder promotes children's safety well. For example, she completes detailed risk assessments that identify hazards, what she is already doing and any further action that can be taken. In addition to this, children are kept safe and secure through the childminder checking visitor's identification documents and by maintaining a visitor's record. However, there are few opportunities for children to develop understanding of keeping themselves safe. Children's health is promoted well, particularly in preventing the spread of infection. For example, a written policy and exclusion dates are signed by parents to acknowledge their understanding. In addition to this, all children use individual wipes and are encouraged to follow everyday good hygiene routines, such as washing their hands before and after meals and after using the toilet. Children are able to develop a good understanding and adopt healthy habits, regarding eating and drinking and exercise. For example, they are able to choose their meals from a healthy selection of foods and they are encouraged to try new fruits as a result of helping to make smoothies 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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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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