

## Inspection report for early years provision

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<b>Unique reference number</b>	EY379200
<b>Inspection date</b>	08/07/2009
<b>Inspector</b>	Kerry Iden
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2008. She lives with her husband and their child in a house in the town of Rustington, West Sussex. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than two may be in the early years age group. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder currently has four children on roll, all of whom are in the early years age group and attend on a part-time basis. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good. The childminder has made a very strong start to her childminding; she has established herself with many systems and is keen to develop others. She offers a homely environment to young children and offers an inclusive service to all children and their families. The childminder is starting to evaluate procedures she has put in place from registration to ensure these are effective in practice. Her commitment to her chosen work and willingness to develop shows the childminder's capacity to make continuous improvement.

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

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

- develop a systematic system to illustrate observations and assessments of children's achievements to show children are making steady progress towards the early learning goals.
- develop links with the parents to involve them in the children's development records and extend these communications to other settings the children are attending who are also delivering the EYFS

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

The childminder has made a strong start to her childminding following registration and shows a commitment to the service she is offering. She has set up clear systems for all her documentation and designed many policies of her own to ensure parents are fully informed. The detailed risk assessments effectively help the childminder identify hazards and reduce the risks to children. The childminder holds qualifications for NVQ level two and three and has completed additional courses to enhance her knowledge such as child protection and food hygiene. She completed the required first aid course and the Introduction to Childminding practice whilst registering as a childminder and is keen to attend further relevant

training in the future.

Children are protected by the childminder's secure knowledge of signs and symptoms to look out for that may alert her that a child may be at risk. She works closely with parents to ensure safe collection arrangements and emergency procedures are in place.

The childminder is informing the parents of their child's time in the setting through the daily diary system. This gives the parents information about sleeps, nappy changes and food intake with some additional notes about activities they have been involved in. However, as yet the childminder has not extended this partnership approach to the children's learning and development records. These are also not yet shared with other settings the children are attending who also deliver the Early Years Foundation Stage. The childminder is however helping young children and their families to settle well and the childminder fully respects the wishes of the parents to offer the children consistency in their care.

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

The childminder organises her setting well, she offers the children an enabling environment with plenty of play equipment at their level to allow them to make independent choices. The open plan arrangement to the rear of the property allows children to take part in different activities whilst all being supervised by the childminder. The fully enclosed garden also offers the children an extending learning environment as they fully participate in selecting and setting up a range of activities. Children's choices include water play where they start off by tipping and pouring the water and end it with making muddy puddles on the grass as they splash and squelch, giggling as they do so. The large wooden structure at the bottom of the garden allows the childminder to organise indoor outdoor flow to children's play even on days when the weather is not so good.

Children are settling well with the childminder and becoming familiar with their environment and with their childminder. The childminder offers them warmth and affection in her care. She holds the baby in her arms as she gives a milk feed and gives cuddles and affection to all children when appropriate. The childminder involves herself in the children's play helping them to consolidate what they already know and introduces new things. For example, as they played with shape sorters the children identified different shapes and heard names of others that they did not know.

The childminder organises herself well to prepare home made food before the children's arrival, therefore allowing her to spend all her time with the children. The children really enjoy the home cooking they have at lunchtime and, after a busy time in the garden, the children return to the house to be met with the wonderful smells of home cooking. This is a sociable occasion where all the children sit at the table for their meal; they chat and the childminder fully promotes their independence as young children are encouraged to feed themselves, which they do so well.

Children's mark making and emergent writing is fully encouraged by the childminder as she offers them a dedicated area of the play room to draw, write or colour using a selection of materials and resources that they can independently access. The child led activity around using the post box, writing notes and using the envelopes has inspired the childminder with further ideas for activities. The garden is also used to allow children to develop in their mark making as they use paint brushes with buckets of water to paint and chalk across the walls and decking area. This is extended with very regular opportunities for different types of art and craft activities. The children's work is valued by the childminder who has organised special art folders for every child to enable them to share their creations with their parents.

The childminder encourages a child led environment although also plans some topics that give her ideas of different activities, ensuring she is well organised with resources she needs. The childminder has put together development records for each child in the Early Years age group; these are currently in their infancy with lots of photographs and descriptions of activities although as yet they are not linked to the six areas of learning to illustrate how children are making steady progress towards the Early Learning Goals. The childminder is keen to address this and is developing her knowledge around the six areas of learning to help her do so.

## 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?	2

### 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?	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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