

Inspection report for early years provision

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Inspection date	11/09/2009
Inspector	Shan Gwendoline Jones
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 was registered in 1987. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives in Portslade, East Sussex. All of the downstairs of the property is used for childminding. Toilet facilities are on the first floor. There is a fully enclosed garden for outdoor play. The family have one dog.

The childminder is registered to provide care for six children from birth to eight years, of whom no more than three may be in the early years age group. There are currently two children on roll. One of these children is in the early years age range. The childminder attends the local parent and toddler and childminding group.

She is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled with the childminder who is patient and dedicated. Their needs are met as the childminder knows the children very well. She recognises the uniqueness of every child in their care and identifies their individual needs and plans valuable learning experiences for them. This ensures that all children make good progress in their learning and development. The childminder has begun to evaluate her service in order to identify areas for improvement.

What steps need to be taken to improve provision further?

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

- develop partnership links with other provisions, such as schools and pre school groups delivering the Early Years Foundation Stage, attended by children to enable continuity of their learning experiences
- continue to maintain the system of self evaluation to ensure continual improvement and better outcomes for children
- extend children's knowledge of cultures and beliefs within and beyond the setting

The effectiveness of leadership and management of the early years provision

Children's welfare is fully safeguarded because the childminder has a secure knowledge of recording and reporting procedures. All adults who work or live in the house are suitable to do so and hold current Criminal Record Bureau (CRB) checks. She has shared this information with the parents through her clearly

written policy and supporting documentation. Daily risk assessments are carried out in the house and garden to keep children safe and protect them from injury. The childminder enjoys her role and organises her time and resources to provide children with opportunities to develop their skills both inside and outside the home. Lots of free play and the childminder's responsive approach to children's requests, means they can choose what they want to do for most of the time. The childminder is observant of these choices, and organises herself and the resources so that all children can join in. The garden is used as an outdoor learning environment, and is set up with activities such as sand, water and a play house which is adapted for imaginative play.

The childminder has clear objectives to improve her childminding provision, for example, through completing regular surveys to find out how parents and the children in her care view her service, attending training, extending record keeping systems, and by providing more multi-cultural play equipment. She has begun to develop systems to evaluate her practice and has identified some strengths of the setting but has yet to develop secure systems to identify all areas for improvement. The childminder continually observes the children and makes changes according to their individual and combined needs. The childminder has addressed all of the recommendations made at the last inspection thus improving children's safety and development needs.

The childminder has established good communication systems with parents to enable a regular exchange of information and consistent approach to the children's care. Handover times at the end of each day are used to discuss children's developmental achievements, as well as opportunities to look at photographs of activities and outings. She uses daily diaries to further inform parents of what children do on a daily basis, including activities and outings. Parents are given good information about the service through a range of written policies and procedures which are used effectively to meet children's individual needs. However, there is not a system in place for ensuring her provision complements that which children receive in other settings they attend, for example schools.

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

Children settle very well and are busily involved in a wide range of stimulating activities. They confidently choose from a variety of planned and spontaneous activities. The childminder is gradually embracing changes brought about by the Early Years Foundation Stage (EYFS), and has attended EYFS training course to secure her knowledge. The childminder works to a flexible plan, which she continues to evaluate to meet the needs of all children in her care. She plans activities that introduce children to colour, numbers and extend their vocabulary. Children competently use electronic toys in their play and are able to expertly use the computer games extending their mathematical skills with recognition of colour and shape.

Children understand the importance of good practice through successful daily routines, due to the childminder's consistent approach to hygiene. She effectively

uses the National Childminding Association publications for recording accidents, incidents, medication and concerns. The childminder holds a valid first aid certificate for working with children and babies.

The positive reinforcement of their achievements through praise and encouragement helps children to feel good about themselves and their abilities. The childminder is an excellent role model and leads by example. The relationship between the children and the childminder is one of closeness and respect. The children enjoy the time and experience they have while in her care and this is fully reflected in the way they respond to her. Children feel safe within the setting. For example, they develop very positive relationships with the childminder, can see she is with them at all times, and therefore are very happy and secure. Children show affection and concern for the childminder's dog, gaining an understanding of how to care for animals. The childminder policies reflect her commitment to an inclusive service. However, children's knowledge of cultures and beliefs within and beyond the setting are not fully developed through the activities provided, to help them to learn to respect and value all people, and learn to avoid negative attitudes towards others. Outings to local parks, day trips and drop in groups enhance children's physical development. Children remember fondly favourite outings, a child exclaimed 'I love winter the best when it snows. I rode on a sledge in the snow.'

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	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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