

Inspection report for early years provision

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Inspection date 02/11/2009
Inspector Christine McInally

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 2001. She lives with her husband and two children, aged 10 and 12 years, in Newick, East Sussex. Along with the house, a separate annexe is used for childminding and there is a fully enclosed garden for outside play. The childminder is a member of National Childminding Association.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time; of these, three may be in the early years age range. She also cares for children aged over eight years. She is currently caring for five children on a part-time basis; of these, three are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a warm and inclusive environment where the childminder is fully aware of their interests and capabilities. She provides a good range of resources and activities that interest them and meet their individual needs. She clearly understands that children learn through play and provides them with exceptional support and exciting learning opportunities. She has in place systems for observation and assessment of children's achievements, and effectively plans a wide range of activities that are designed to stimulate the children's interest and learning. The childminder works closely with parents and others to ensure that the needs of the children are met by valuing each child as a unique individual. Through the use of self-evaluation, she is able to reflect on her practice and demonstrates a good capacity for improving what is offered to the children.

What steps need to be taken to improve provision further?

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

- further develop the record of observations and assessment to include the identified next steps in learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has a clear understanding of child protection policies and procedures. Parents are made aware of her child protection policy so that they know what action she will take if she has any concerns. All required policies and procedures are in place and followed to ensure children's welfare is effectively safeguarded and promoted. Children are cared for in a welcoming, healthy and safe environment. The childminder conducts risk assessments, which are recorded and regularly reviewed, and is vigilant in

protecting children from hazards both inside and outside the home. She has addressed the recommendations made at the last inspection by attending child protection training and updating her attendance register to include accurate arrival and departure times.

The childminder works well in partnership with parents and confidentiality is maintained. They receive good written information about the provision including policy and procedure documents. This includes a helpful summary of the Early Years Foundation Stage (EYFS) that clearly explains each area of learning and how the childminder will promote it. Systems to assess children's progress are effective and the emphasis is on sharing these regularly with parents which positively impacts on children's care, welfare, development and learning. Links with other providers are effective and promote the integration of care.

All children have a real sense of belonging due to the childminder's extremely warm and caring nature. Children's individual needs and characters are clearly understood and respected by the childminder. They have lovely relationships with her and are included in all she offers. The day is well organised, taking children's individual likes and home routines into account. There is a dedicated playroom within the annexe, which is well organised and stocked with a good range of safe, good quality and developmentally appropriate toys and resources. These are organised to ensure they are easily accessible to children, encouraging their independence and freedom of choice. The childminder evaluates her practice and seeks feedback from parents in order to enhance the service she offers.

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

Children are happy and enjoy their time in the childminder's home; her cheerful manner and patient approach encourages children to be good humoured and self-assured. They have fun together and form trusting relationships. The learning environment is well presented to help children make good progress towards the early learning goals. There is a balance of child-initiated and adult-led activities, which help children to be active learners. Their ability and involvement in different activities are observed and recorded. While the childminder uses the information gathered to plan effectively for the children's next steps in learning, it is not recorded. The childminder shares close relationships with the children and they clearly feel safe and secure, readily approaching her for support. Babies and toddlers have access to a wide range of toys that are colourful, tactile and that make noises. Their emerging language skills are appropriately recognised and the childminder responds well to their first attempts at verbal communication. Toddlers move around freely and independently and they use their increasing mobility to make social contact. For example, a toddler attempts to walk towards the childminder then sits on her knee. They babble and utter single words to interact with the childminder and they can follow simple instructions. They show interest in toys with flaps and buttons and begin to learn how to operate them. The childminder supports the children well and gets down to their level to engage them in their play. For example, a toddler fascinated by taking the balls out of their storage bag is given good encouragement to do so and laughs with delight during

the activity. The childminder has a sound understanding of all equal opportunity issues, and has a positive attitude towards diversity; this helps children develop an awareness of their own and other cultures. Children develop a sense of place and learn about where they live through regular outings to places of interest, such as the library, shops and local parks.

Children are cared for in a welcoming, healthy and safe environment. The childminder actively promotes good hygiene practices to minimise the risk of cross-infection. They learn about the importance of good personal hygiene and understand why they need to wash their hands before eating food or after visiting the toilet. Children enjoy a good range of activities and experiences indoors, outdoors and away from the childminding setting which actively contribute to their good health and well-being. They are provided with opportunities to socialise in larger groups as they attend drop-in groups and as they socialise with other children and childminders. Children enjoy a balanced menu of healthy snacks and home-cooked meals while in the childminder's care. She encourages them to try new foods, helping them establish a healthy eating pattern. Children have easy and ready access to drinks, allowing them to have control over their thirst and learn to meet their own needs. Children are well supported by the childminder and consequently this encourages them to feel safe, secure and happy while in her care. Children use a good range of safe and developmentally appropriate resources that are easily accessible to encourage their independence. They are learning how to keep themselves safe through age appropriate activities such as tidying away toys and practising road safety. The childminder uses a sensitive approach to managing behaviour and supports children well in understanding their feelings.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
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

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