

Inspection report for early years provision

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Inspection date 07/12/2009
Inspector Michelle Ann Parham

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 registered in 1999 and lives with her partner and two children in the village of Northchapel near Petworth in West Sussex. The property has toileting facilities situated on the first floor. The childminder uses the ground floor predominantly for minding and there is a fully enclosed rear garden area suitable for outdoor play. The childminder is registered on the Early Years Register to care for a maximum of three children at any one time. She is also registered on the voluntary and compulsory parts of the Childcare Register. There are currently two children in the early years age range on roll. The childminder attends groups for children on a regular basis. There are currently three cats as pets in the home.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has made positive steps to implement the requirements of the Early Years Foundation Stage, contributing to children making good progress in their learning and development. Overall children's welfare requirements are effectively met through close working with parents and suitable documentation to identify individual needs. The childminder has successfully addressed previous recommendations. She attends further training to update skills such as food safety and first aid and liaises with other childminder's for support and to share good practice; all of which demonstrates good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop partnership with other key persons to ensure good sharing of information to meet the individual needs of children and to plan for their learning and development
- prevent cats accessing work surfaces and table tops in the home to ensure good hygiene for children
- ensure existing injuries for children are always recorded to ensure efficient identification of concerns and promote safeguarding.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has good awareness of signs and symptoms that would raise concerns and of the referral process to take. Accidents are effectively recorded however the childminder has not made note of existing injuries children arrive with which does not ensure concerns would be noted as soon as possible to fully promote children's welfare. Children feel safe in her care as they actively participate and engage confidently in conversation. They are well supervised and comprehensive risk assessment is completed for the home, garden

and outings to identify and minimise hazards. Children learn about their own safety, for example, the childminder talks to them about potential hazards in the home such as the stairs and sharp knives and how to be safe near roads. They have a fire practice approximately every six weeks which ensures children know how to exit the home safely and swiftly in the event of an emergency.

The childminder clearly enjoys her role and has successfully evolved practice in line with new legislation introducing systems to record progress and identify next steps for children's learning. She uses early year's publications such as Nursery Education for good practice ideas and activities for children and liaises with other childminder's and colleagues at the local children's centre for support, showing she is committed to improvement of practice and providing a quality childcare service. Currently self evaluation is basic, however the childminder does have some understanding of areas of practice where she is strong and has identified personal targets for development such as further developing children's achievement records. Children benefit from a balanced curriculum of activities and resources that promote learning in all areas. Achievements are shared verbally with parents on a daily basis and learning journeys are available to view whenever required. The childminder provides a wealth of information to parents outlining her operational practice and a prominent notice board is used effectively to share information on entrance to the setting. The childminder has links with the local preschool however, currently has no systems to work with key persons to share identified learning objectives, which would have a positive impact on children's learning.

The childminder recognises that children are individuals and have varying needs and interests. She spends her time consistently with children and ensures all receive some individual time and attention; having opportunities to take the lead in their own choice of play and recognising that boys and girls for example do have different learning styles. Resources at the setting reflect positive images promoting diversity and children gain understanding of others, customs and beliefs as they learn about celebrations such as Divali, traditional Christian festivals and Chinese New Year for example. Children benefit from a warm, homely environment. They have a good range of resources and are thoroughly consulted about their play which ensures they are interested and make choices. The childminder is fully supportive of children, spending her time constructively involved in play and engaging in conversation. Children learn about sustainability as the childminder has strong practice in regard to recycling resources such as using junk for modelling and taking children to the local recycling point to dispose of materials. They make good use of community resources such as the local park and woodland area for nature walks, attending the Children's Centre to join in activities and visits to the toy library in Petworth.

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

Children are making good progress in all areas of development as they receive a balanced range of activities and experiences both in and out of the setting. They are happy and settled in the home as the childminder builds warm and trusting relationships. She is highly skilled in her interaction with children which has a

positive impact on them feeling important and valued and, as a result, their own developing communication skills. Children's independence is promoted as they are encouraged to try putting on their shoes and helping with tasks such as tidying away toys or making sandwiches for lunch. The childminder provides meals and snacks for children ensuring they have a balanced diet and fresh drinks of generally sugar free squash or water. Children know to wash their hands at appropriate times and have steps and seats provided to promote independence and self care skills. The home appears clean and maintained however the two youngest cats are highly inquisitive and playful and do consistently walk over work surfaces in the kitchen and table tops where children's drinks are situated which does not fully promote good health and hygiene. Children enjoy exercising as they count jumps and do forward rolls, proud of their achievements and the childminder explains why exercise is important for the body to be fit and healthy.

The childminder encourages children to develop problem solving skills as they work out the best way to get puzzle pieces from under the sofa, for example, or as they help to fit the wooden train track together. Counting and calculation are naturally included into everyday routines such as when walking in the community they count cars or bunting flags. Children absolutely adore favourite books such as 'Going on a Bear Hunt' and 'Gruffalow'. They join in confidently with the story telling and benefit from the childminder having story sacks with props and DVD's to make the event more exciting and interesting. The childminder tries to follow children's interest and uses the computer to research information about motor bikes for example or will ensure children have the opportunity to play their favourite shopping lotto or Peppa Pig game. Children have a number of resources that promote understanding of technology and are learning how to use the laptop and, for example, how to load the DVD player. Overall the curriculum supports children learning important skills for their future. Children have opportunities to learn about the natural world through the local environment such as finding out about birds and mini beasts. They learn about their habitats and have also made a birdfeeder to help observe birds in the garden. Achievement records and photographs show that children have varied opportunities for art and craft as they paint and make masks, for example. They further express their creativity and imagination as the childminder provides a good selection of small world play such as a dolls and small world figures, transport vehicles and dressing up clothes and props. Children benefit from the childminder being particularly skilled in managing behaviour. She uses positive techniques such as discussion, distraction and occasional time out to think if required. She talks calmly to children and deals with challenging behaviour sensitively; ensuring children understand the effect their behaviour has on others and ultimately promoting the safety of all children. Children do show genuine care and consideration for others and for example when playing with the train set excitedly exclaim to their peer "come on, join in", or sit wonderfully together sharing the book as they join in with the story. As a result, children are learning skills to be positive members of society and develop acceptable codes of behaviour.

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

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| 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

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| 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 | 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

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| 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

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| 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 | 3 |
| 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