

Inspection report for early years provision

Unique reference number	114908
Inspection date	21/01/2010
Inspector	Daphne Prescott

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 has been registered since 1999 and she lives with her husband and family in Horsham, West Sussex. The ground floor is the main area used for childminding, with toilet facilities within this area and sleeping facilities on the first floor. There is a garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom not more than three may be in the early years age range. There are currently eight children on roll; of these three are in the early years age group. Children attend at different times of the week.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. She also attends parent and toddler groups. The family has a dog and cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy in the care of the childminder. She plans a lovely range of experiences for children, so they progress well in their learning and development. Positive relationships are built with parents which enables the childminder to meet their child's individual needs effectively. The childminder recognises the uniqueness of each child and ensures all children are included in the setting. An initial self-evaluation means there are effective strategies in place to support the continuous improvement of the service she provides for the benefit of the children and their families.

What steps need to be taken to improve provision further?

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

- further create an environment rich in print where children can learn about words, for example, by using labels.

The effectiveness of leadership and management of the early years provision

The childminder has effective strategies in place to safeguard children in her care. She is vigilant in ensuring children are safe in her home and when on outings. Detailed written risk assessments are carried out to keep children safe and secure. The childminder has a good understanding of her role and responsibility relating to child protection matters and is aware of the procedures to follow in the event of a concern about the welfare of a child. Well organised systems ensure that required records and documentation are available and these clearly provide all the

necessary information for the ongoing support of individual children. For example, she maintains the required records for accidents and administering medication to children which also includes parents' written permission. The childminder has a relevant first aid certificate, ensuring that if a child were to have an accident she would be able to treat them immediately and appropriately.

Children have plenty of space to fully explore the play materials in comfortable surroundings. They have access to a wide range of resources that are suitable for the ages and stages of children attending. Children are able to self-select the resources themselves, encouraging them to make choices and increasing their independence. For example, babies' toys and activities are within easy reach which encourages their large motor skills as they begin to move towards their activity of choice. Toys are also swapped regularly with other items stored elsewhere to keep children interested and curious.

A strong partnership with parents works to ensure that together they meet children's individual needs and provide consistency of care. Effective documentation ensures that children's development records are used well and thoroughly discussed with parents. The parents can also see children's art work, along with photographs of activities they have enjoyed. The childminder maintains a daily diary to pass to parents to keep them well informed about how their child has spent their day. Furthermore, parents are provided with information about the childminder's written policies and procedures; this includes information on emergency plans, medication and complaints. Parents are very happy and pleased with the care the childminder provides and know their children enjoy their time with her. The childminder liaises closely with other settings that the children attend to make sure there is a cohesive approach to their learning and development. She fully understands her responsibilities to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities.

The childminder is very keen to continually improve her provision for children and is able to recognise her own strengths and areas for improvement. For example, she recognises that she needs to develop written print in the environment to encourage recognition of simple words to promote children's pre-reading skills. The childminder participates in a variety of training, acquiring new skills and knowledge to ensure she can identify children's learning and developmental needs and develop her expertise. Furthermore, she has addressed the previous recommendation from her last inspection, improving outcomes for children.

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

Children are very settled and happy in the childminder's care. They relate well to the childminder and thoroughly enjoy her company. Children demonstrate this as they confidently approach her to request other activities and they happily involve the childminder in their play. They benefit from a daily routine offering a balance of free choice and organised activities that reflect children's interests. The childminder also offers activities to the children based on a range of themes, currently the children are learning about 'People that help us'. The childminder

adapts activities so that all children are able to be involved at a level which is suitable for their age and stage of development. She is skilled at interacting with the children to enhance their learning, providing prompts and suggestions to help them think and demonstrate what they know. The childminder observes the children in order to track their progress and to use this information to help in identifying children's next steps in their learning and plan appropriate play experiences. Photos of the children are taken participating in activities and these are used as part of the assessment procedure.

Children are able to make good progress towards the early learning goals with the support and care of the childminder. She also provides children with a good foundation for developing skills for the future. For example, the childminder gets down to children's level to join in with their play and increases the language and vocabulary skills by continually talking to them, about what they are doing and makes all experiences a fun learning opportunity. She responds to the vocalisations of babies, which encourages them to babble and to communicate by imitating social activities such as clapping hands. Children have access to a wide range of toys that are colourful, tactile and that make different sounds, helping them to explore using their senses. They use simple programmable toys to enable them to begin to understand how to operate information and communication technology. For example, babies are beginning to make connections and find out what toys can do as they press buttons, and then press the buttons again to make it stop. Children enjoy creative activities, such as, drawing and sticking. They have a lovely time playing ball with the childminder developing their physical skills, gently rolling the ball and encouraging the child to roll or throw it back. Children develop their social skills through participating in regular trips and outings to local places of interest. The childminder enables children to learn about and respect their own culture and religion as well as those of others.

Children benefit from being taken out in fresh air on a regular basis to promote healthy lifestyles and through the childminder promoting healthy eating. They engage in physical play outdoors and enjoy playing in the childminder's garden and regularly visit the local park. Children learn to wash their hands appropriately to support good personal hygiene routines. The childminder explains the boundaries for behaviour to the children to enable them to learn right and wrong, which helps them to develop a sense of security, as they understand what is expected of them. For example, children are encouraged to share and take turns as the childminder sensitively redirects activities. Children's awareness of their own safety is encouraged by gentle reminders from the childminder to be careful as they play. When outdoors, the childminder ensures the children take care when crossing roads, teaching them about crossing at a safe place.

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

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

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