

Inspection report for early years provision

Unique reference number	EY282806
Inspection date	05/10/2009
Inspector	Clare Moore
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder has been registered since 2004. She lives with her adult daughter in Horndean and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The main area of the home used for childminding is the ground floor and also the upstairs bathroom. There is a fully enclosed rear garden available for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time. She also works some of the time with an assistant when she is registered to care for a maximum of six children. She is currently minding four children in the early years age group who attend on a part-time basis, and one child over five years before school. She also looks after children who are over eight years of age before and after school.

Her home is close to local schools, shops and parks and she walks to local schools to take and collect children. The childminder attends the local parent and toddler group.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy, and enjoy the activities and the wide range of toys and resources which help them to make progress. The childminder is supporting them consistently and has started to self-evaluate the service she provides. She is working towards developing her knowledge and skills in working with the Early Years Foundation Stage (EYFS) to further support their learning and development. She works consistently with parents, sharing information to help children settle in and continuing discussions on a daily basis.

What steps need to be taken to improve provision further?

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

- ensure that the inspection report is made available to parents
- continue to develop observation systems in line with the Early Years Foundation Stage; ensure children's progress is tracked regularly from their starting points and the next steps in learning are identified and planned for
- carry out self-assessment to evaluate the strengths and weaknesses of the provision and work towards continuous improvement
- ensure written permission is obtained for emergency medical treatment.

The effectiveness of leadership and management of the early years provision

The childminder is beginning to self-evaluate the service she provides and has clear ideas about the quality of her provision and what she needs to do to improve. She is well motivated and is currently attending a diploma training course to build her confidence in using the EYFS to make assessments, enhance planning and develop the children's journals. She has a very broad and varied selection of toys and resources and deploys them well, rotating them to maintain interest. She makes sure she has toys and activities out that are suited to the age and stage of development of the children attending. She considers the needs of all the individual children she cares for and ensures they are all valued and supported according to their needs. This helps her to promote equality and diversity.

She safeguards children through careful supervision, making sure those who come into contact with them are properly checked and sharing a clear policy with parents. She carries out risk assessments and uses safety equipment in the home and on outings to help to keep children safe. She has established open and trusting relationships with parents, who value the care and the service she provides. They are confident to ring to find out how new children are settling in and are immediately reassured by the childminder who reinforces this by asking them to call whenever they wish. A clear set of policies are shared with parents and permissions for outings are signed. However, the inspection report is not currently available and permissions to seek medical advice or treatment to ensure children can be helped in an emergency are not yet in place. Parents visit to settle in children and talk about children's individual care needs and routines to help the childminder ensure children are well cared for. The childminder establishes working partnerships where children attend other settings by introducing them to the group and spending time there with them which helps to ensure consistency between providers.

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

Children enjoy attending, and they are curious and interested in exploring resources and sharing games and puzzles with the childminder, as well as playing independently. They find out about textures, numbers and counting as they take part in a new game supported and encouraged by the childminder. They develop language skills and vocabulary because the childminder shares books with them, asks questions to involve them and encourage them to participate, and talks to them about what they are doing. She warmly praises them for their efforts. Children develop their imagination through playing with small world toys such as dolls' houses, complete with figures and furniture. They use technology as they operate an electronic toy guitar and toy washing machine. They develop their creativity and design skills through a range of crafts and media such as a maize picture kit, using paper, glue and glitter, and painting. They find out about the world around them and their local environment on outings and daily walks to school. They make steady progress in their development because the childminder

knows them well and uses her resources to help them to move on and develop skills for the future. However, she is not yet confident in using the EYFS to find out about their starting points, monitor their progress and plan the next steps of learning.

Children demonstrate that they feel safe by snuggling into the arms of the childminder for relaxation and comfort. Older children find out how to keep themselves safe through being supported by the childminder to be careful and take care when out and about in traffic. For example, they are taught to hold hands and walk on her inside on the pavement so that they are safe.

Children are helped to adopt healthy lifestyles as they go outside every day and wear suitable clothing or sun screen to protect them from the elements. The childminder makes sure children are well nourished and supplements the provision made by the parents by offering additional fresh fruit. Children are supported with their personal care and hygiene. They are co-operative and help to tidy up when they have finished with activities and use social conventions when they make requests. The childminder is calm and responsive and reminds them kindly about what they need to say to be polite. This helps them to make a positive contribution.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----