

## Inspection report for early years provision

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<b>Unique reference number</b>	EY393375
<b>Inspection date</b>	27/10/2009
<b>Inspector</b>	Helen Penticost
<b>Type of setting</b>	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.

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 2009. She lives with her husband and family in a village near East Grinstead, West Sussex. Childminding takes place in all areas of the home. There is a fully enclosed garden available for outside play. Parks, pre-schools, schools and shops are close by.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children, of these, not more than two may be in the early years age group and is currently caring for one child in the early years age range. The childminder takes and collects children to and from local pre-schools and schools. The family has a cat.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder provides a child-centred environment and focuses all her attention on children's welfare and learning needs. Their individuality is respected and valued because the childminder promotes an inclusive, welcoming childcare environment within her home. She has well organised policies and procedures in place in order to protect children. The childminder uses her knowledge and understanding of the Early Years Foundation Stage to provide support for all children. She is beginning to identify areas for further development through self-evaluation, as part of a positive commitment to continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- continue to develop the use of systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child
- continue to develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of child protection procedures and has written policies in place, which are shared with parents. She would follow these procedures if any concerns about a child were identified. All required policies and procedures are in place and followed to ensure children's welfare is effectively safeguarded and promoted. The childminder maintains children's well-being by continuously monitoring safety issues in the home, and by supervising children

closely, particularly on any outings they undertake. Risk assessments are thorough and regularly reviewed; this ensures effective action is taken to manage and eliminate risks to children.

Children benefit from strong relationships that have been developed between the childminder and their parents or carers. Information is shared daily through the use of a daily diary and verbally at arrival and collection time. References from parents detail that they feel the childminder is 'enthusiastic, cheerful, calm and organised with the children.' The childminder has developed good systems to share information with other providers of the Early Years Foundation Stage to ensure continuity of care and development for all the children who attend other settings.

The childminder's commitment to inclusive practice is reflected in the care she provides; children are able to play with resources and join in activities which reflect diversity and help them learn about the wider world around them. The childminder is skilled in identifying her strengths in her practice as well as areas she needs to develop. She has begun to develop systems for observing and assessing children's progress and development. These systems are in their infancy, however, the childminder is focused on improving this area of her work to ensure that the next steps for individual learning is effective.

The childminder is intuitive to children's individual needs and she often suggests ideas for play. She understands when children need to use more energy or to slow down and find a comfortable, quieter activity. She instantly provides an early lunch or a prepared creative activity; she understands that smaller children's concentration span has not yet increased. There is a very wide selection of resources available and the childminder knows that children always find plenty to interest and involve them.

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

Children make good progress towards the early learning goals in relation to their starting points and develop the skills necessary to their future success. The childminder has a clear understanding of how to promote learning through practical, fun activities and quality play experiences. Children feel comfortable as the childminder interacts well with them, for example, making eye contact as she makes time to listen to what they have to say and cuddles to comfort them. She joins in the activities and encourages the children to extend their learning through open ended questions and discussion, for example, talking as they create Halloween artwork. Children are all encouraged to participate and experience a wide range of activities and the childminder supervises very effectively to ensure that all children learn through these opportunities.

Children are helped to feel safe and secure as the childminder ensures her home is suitable for them to play in and regularly checks toys and resources to keep them in good condition. Children see positive images of diversity in a range of resources, so they learn to respect and value difference. The childminder further promotes equality by ensuring that all the children are fully included in every activity.

Children are successfully progressing in sharing and playing with each other. They play harmoniously with the dolls, putting them to bed and taking them for walks in the pushchair. Children are continually praised and supported which promotes a sense of well-being and self-worth.

Children are encouraged to adopt healthy lifestyles because the childminder promotes healthy eating and ensures the children receive regular fresh air and exercise. Daily opportunities to go for walks, on trips to local parks and play within the secure garden, enable children to develop their physical skills and body control. Their dietary needs are appropriately considered, working in partnership with parents to ensure children receive nutritious, healthy meals and snacks, as well as regular drinks of water. There are good levels of hygiene throughout the home and the childminder teaches children about the good hygiene practices such as keeping noses clean. Good procedures are in place should a child be taken ill or have an accident and the childminder maintains a current paediatric first aid certificate.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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