

## Inspection report for early years provision

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<b>Unique reference number</b>	EY284225
<b>Inspection date</b>	07/10/2009
<b>Inspector</b>	Chris Mackinnon
<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.

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## **Description of the childminding**

The childminder was registered in 2004. She lives with her husband and three children aged 11, eight and one year in the Woodingdean area of Brighton and Hove. The house is easily accessible and the whole ground floor is used for childminding. An enclosed garden is also available for outside activities. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of three minded children may attend, with no more than two in the early years age group. The childminder currently has one child on roll, who is in the early years age group. The childminder attends local play centres and care groups on a regular basis.

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

Overall the quality of the provision is satisfactory.

The childminder is well established, and demonstrates a sound knowledge of individual children's care and learning needs. She provides an organised and attractive play environment, with well chosen resources, and learning materials. She takes care to plan an appropriate range of activities, and children make definite progress with their learning. The childminder makes positive relationships with parents, and shows a developing awareness of self-evaluation and the need 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 the application of the early learning goals during activities
- widen the use of observation and assessment to support ways forward in children's learning
- increase the use of self-evaluation to the support continuous improvement of the play programme

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

The childminder is organised and experienced provider and has been registered for over five years. She has completed the introduction to childminding course, and has also attended the briefing for the Early Years Foundation Stage (EYFS) framework. She has a sound awareness of the need to safeguard children and ensure their individual welfare is promoted. She has completed child protection training and has clear written guidance on safeguarding procedures. There are some clear strengths within her provision, particularly with the presentation of resources and the organisation of learning activities. Children benefit from the range of choices they can make and the childminder pays close attention to what children learn during their play. The childminder's home is safely organised, with

clear safety measures and written risk assessments in place.

The childminder shows sound motivation to provide consistently organised childcare, and to move forward with her practice. She has completed all the requirements outlined at the last inspection and shows a positive approach to developing her play programme. She is also able to make use of the EYFS guidance to support her practice, but her application of self-evaluation to support continuous improvement is currently limited.

The childminder shows an awareness of other carers and children's attendance at other settings. She also engages positively with parents and encourages their involvement in the play programme. The childminder has a clear awareness of the need for inclusion, and is active in promoting diversity within her setting. Over the previous years she has gained considerable experience in working with children with disabilities, and is able to manage individual care plans and work with outside agencies. Individual children are appropriately supported, with clear daily routines that take into consideration their ages and learning stages. Children's home and family interests are also included in the play programme, and children have outings and access to outdoor play and learning.

Children make sound progress and enjoy their time at the setting. They also benefit from regular opportunities to have close one-to-one support from the childminder. Overall, children's general progress is appropriately supported by planned activities and clear daily routines, that support their individual needs. However, some areas for improvement have been noted with the childminder's use of the early learning goals and the observation and assessment of children. The childminder also makes sound use of the space available within her home. Children have access to resources that are well chosen for their learning content, and a suitably prepared environment is provided to help children play and explore.

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

The childminder uses regular planned learning themes throughout the year, and provides activities to interest children and widen their awareness. Individual children's care and development needs are also appropriately considered, with many activities presented and specifically designed to promote individual children's abilities, particularly with younger children and their physical confidence and manual skills. Children are positively encouraged to explore and develop their own play, by combining resources and choosing easily within the play environment. The childminder demonstrates a sound awareness of the need to support children's learning, and ensures children have a range of experiences, during the day, that provide challenge and opportunities for development. For example, she will follow a busy physical activity with a quieter assembly task. The childminder shows clear skill with her close interactions with children, and is able to focus consistently on individual children's learning needs. She also combines and presents resources positively to benefit children, but her knowledge of the early learning goals is underdeveloped, which limits how children's learning can be widened and extended. The childminder takes a close interest in how children grow and achieve.

She has organised written records of development for each child attending, and keeps clear notes on their responses to activities. However, the material she gathers as part of observation and assessment is not sufficiently detailed to consistently identify children's ways forward in their learning.

Children's skills for the future are appropriately supported and a varied range of activities are in place to support children's use of tools and manipulative play items. The childminder has a particular interest in supporting younger children's awareness of textures and tactile materials. Children are soundly challenged and their problem solving and reasoning abilities are appropriately supported. They enjoy working with play dough and learning to mould and make shapes with it. A range of assembly resources are also presented, and used to provide opportunities for children to overcome problems with connecting and joining things together. During all the activities, the childminder makes sound use of speech and language to support children's communication and literacy. For example, a favourite game for one child is the use of animal flash cards, where the child can recognise the different types, say their names and match the noises they make. Children are also soundly supported in their need to be expressive and creative. For example, children have favourite songs and rhymes, and are encouraged to sing along and learn the words with the childminder.

The play environment within the childminder's house is appropriately organised to help children feel safe and secure and able to play happily. Children also have familiar routines to help them feel reassured, and have favourite toys and games that they like. Children's behaviour is calmly managed and the childminder uses her experience appropriately, especially when redirecting children who are upset, and when helping children to have quiet times. Children are helped in their learning about sharing and relating to others. Through close one-to-one sessions with the childminder, children also learn to be careful with play items, to get the best results. This understanding is soundly fostered, and helps to support children's personal and social development. Children learn about how they grow and about their bodies. They also learn about travel and parts of the world, and have resources and activities to help their awareness of diversity and peoples differences.

Children are provided with a range of opportunities to learn about the wider world. They have regular outings and enjoy travelling on buses, and visiting the children's library and play centre.

A consistent area of learning within the childminder's play programme is her focus on healthy eating and children's learning about food. She has introduced specific learning themes on different food types, and provides organised and detailed menus for children, and their parents to choose and be involved in healthy eating. Regular opportunities are also provided to support children's physical play and development. Much sound use is made of the childminder's garden play area, with access to ball games, push-rides and a range of active and physical games.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
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	3

### 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>	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	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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