

Inspection report for early years provision

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Inspection date	07/12/2009
Inspector	Jacqueline Patricia Walter
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 was registered in 2009. She lives with her husband and two children aged four and one years. They live in Hollingbury, which is in Brighton, in East Sussex. The setting is close to shops, parks and transportation links. With exception of the main bedroom on the first floor the whole of the childminders house is used for childminding. There is also an enclosed rear garden for outdoor play. The childminder has a dog as a family pet.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder collects and takes children to local schools.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall children's health, safety and security is promoted well. A good knowledge of each child's individual needs ensures that the children develop a good sense of belonging; play a part in the setting and all aspects of children's welfare is met with success. A clear assessment system that promotes well planned experiences in most areas of learning and acknowledges children's interests and individual learning needs means that children make good progress, given their age, ability and starting points. The partnership with parents and other settings contributes effectively overall to ensuring that the needs of all children are met well. The planning for improvement including the process for self-evaluation is good, ensuring that priorities for future development are promptly identified and acted on.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written individual risk assessments are conducted for all outings and trips (Safeguarding and welfare). 21/12/2009

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

- ensure fire drills are regularly practiced
- further develop the assessment system to ensure that children are being encouraged to develop and progress in all areas of learning.

The effectiveness of leadership and management of the early years provision

Overall the childminder has an appropriate understanding of safeguarding children. She is fully aware of the signs and symptoms of abuse and is confident in knowing the procedures to follow when concerns are raised with the children in her care. She records any items of concern and discusses them with parents and emergency contact numbers are easily available. Most of the required documentation regarding the Early Years Foundation Stage (EYFS) is in place, confidentially maintained and stored appropriately. The childminder implements some good actions to ensure children are safe when outside the setting. For example, she uses appropriate safety equipment and takes a first aid kit and mobile phone with her, however, she does not complete written risks assessments for all her outings and trips.

Space and resources are organised effectively, and as a result children are confident, have a good sense of belonging and are developing good independence in directing their own play. There are very good, professional and friendly partnerships in place with parents. For example, good two-way written communication evidences that parents are actively involved in their children's individual learning and care needs. The childminder demonstrates through discussion and appropriate understanding of inclusion and there are good systems to gather and share information on children's individual needs and development. For example, parents can choose to receive a written copy of a daily diary regarding the child's day or receive information verbally. There are also good systems in place to share information on the setting. For example, parents receive a welcoming pack which includes some written policies and procedures and a leaflet on the EYFS.

The childminder has only recently started to care for children and demonstrates a good awareness and a high motivation regarding the need to evaluate her setting and the importance of maintaining continuous improvement. For example, she has recently reviewed her risk assessment of the premises, identified further hazards and is now in the process of implementing actions to improve children's safety, particularly when using the stairs. She has self-evaluated her own knowledge and skills and as result is currently working towards a Level 3 qualification in Home-Based Childcare. She is also aware of the importance of welcoming and implementing suggestions from users of her setting and has just emailed a questionnaire to parents requesting their views. In addition to this, she evidences through discussion, plans to improve her setting, such as writing up all her policies and procedures to ensure consistency and clarity with parents.

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

The childminder provides a friendly, welcoming environment that is organised well. She takes some good positive steps both inside and outside the provision to

safeguard children. For example, a chain is used on the external doors and safety gates are fitted on stairs and in doorways to ensure children are supervised in these areas. There are some good procedures in place to protect children from the risks of fire. For instance, a written evacuation procedure is in place and smoke alarms are fitted on all levels of the setting and are regularly checked. However, the childminder does not currently practice the evacuation procedure with the children. Children's behaviour and their health are promoted well. There are clear and effective procedures being implemented regarding the recording of children's accidents and appropriate policies are in place to ensure medication is administered safely. Children have very good opportunities to develop knowledge and understanding of the world and in healthy eating, through stimulating experiences. For example, they grow their own vegetables, and then prepare them raw for snacks or make them into soup. They also enjoy experimenting with ingredients that help to make healthy meals. For example, they add oranges to their salads. As a result, the more able children know that fruit and vegetables help them stay healthy.

The childminder plans and provides a very wide range of stimulating toys and activities, which are appropriate for the ages of the children she minds and takes into account individual children's interests. For instance, children print stamps after a visit to a post office and they enjoy a favourite spider game, which in turn encourages the learning of number and shape. The childminder interacts and extends the learning of children well. She allows them to make lots of decisions within the setting and as a result, they are confident in expressing their wants and needs. Communication language and literacy skills are promoted well by encouraging the children to write for a purpose when possible. For example, children are able to write in birthday cards as a result of the childminder sounding and writing out letters and words for them to copy. Children are able to explore and develop knowledge, understanding of the world around them through stimulating first hand experiences. For example, they enjoy visiting a local bakery, the library, they carve pumpkins and make a pumpkin pies in celebration of Halloween. The childminder has a good understanding of how to help children progress in their learning. For example, parents complete an 'All about me' booklet, which enables her to effectively ascertain starting points in their development. She regularly observes children individually, recording what their interests are and at what stage of development they are at, also noting the areas of learning which are reflected. She then identifies possible areas of development and in addition to the provision already available; plans and provides activities and resources that promote the desired learning. However, at present there are no monitoring systems in place to ensure that children are being effectively supported and are developing, in all the areas of learning.

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	3

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a written policy is devised on the procedures to follow regarding complaints (Procedures for dealing with complaints). 21/12/2009