

Inspection report for early years provision

Unique reference number	EY275238
Inspection date	11/03/2010
Inspector	Kerry Iden
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.

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 was registered in 2004. She lives with her husband and three children in Littlehampton, West Sussex, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding.

The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently an exemption to this. The childminder is also registered to provide overnight care for one child. There are currently eight children on roll, six of whom are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a professional service to the children and the families she cares for. Working closely with individual families she ensures the continual changing needs of the children are met. Children are making good progress in their development, feel safe and secure and enjoy their time in the setting. This is because the childminder has a good knowledge of child development and ensures children are making good progress across all areas of learning. Through her own evaluation of the setting and her drive to enhance her knowledge she has identified areas for improvement and already implemented some of these. This shows the childminder has the skills to continually improve her practice and raise standards for children.

What steps need to be taken to improve provision further?

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

- ensure paediatric first aid training is completed (Suitable people) 31/03/2010

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

- ensure the garden is made safe and secure

The effectiveness of leadership and management of the early years provision

The children within the setting are protected from harm. As part of her continued professional development the childminder has identified additional training in child

protection as an area to increase her expertise. However, she clearly has a strong knowledge of the procedures to follow should she have any concerns about a child's welfare. The childminder works in partnership with the parents around the welfare of their children. They are informed of her strict policy around the safe collection of children from her care. The childminder has a good understanding of identifying risks both in her home and when away from the setting. She has written risk assessments in place for her home. The rear garden in the childminder's new home was not made secure on completion of the house. However, the childminder has identified that her garden is not yet suitable for the children to safely play in and makes alternative arrangements for outside play.

The childminder offers a very organised, professional service and shows great commitment and enthusiasm in her childminding. With a clear understanding of areas where she wants to develop herself, the childminder demonstrates that she has the ability to evaluate and drive improvement within her own setting. She has very clear systems for her documentation and shares her extensive policies and procedures with parents at the outset to ensure they are fully informed of the service she offers.

The childminder makes good use of the space within her home. She has dedicated the ground floor of her property to childminding. This allows an enabling environment for young children where they can see their art work displayed on the walls and where parents can access certificates and information. Children are able to use a dedicated room for day time naps, where their normal routines are considered and fresh bedding is supplied by the childminder to reduce the risk of cross infection. Children have a real sense of belonging within the home as they confidently know where things belong and where to find their favourite resources. The dedicated play room allows children to be independent in choosing their resources. The environment is, therefore, conducive to learning, safe and well cared for.

The childminder has a good knowledge of each child's background and, with ongoing discussion with parents, fully understands the individual needs of each child in her care. Through routine and planned activities, the childminder is helping the children gain an understanding of the world around them. All children are effectively challenged given their own capabilities, ensuring all are making progress from their own unique starting points.

Parents receive detailed information through the childminder's policies and procedures when they start in the setting. They also have the childminder's self designed document, her A-Z of childminding, this gives the parents a summary of all the policies and valuable information about all aspects of her service. The childminder has good established relationships with the parents. She values the input they can make in to the children's time within the setting and involves them in their development towards the early learning goals. Daily verbal exchange and the written information through the daily diary ensures parents are fully informed of the type of day their child has had. The childminder is keen to extend her partnership working with other professionals to support the children in her care as well as other providers who are delivering the Early Years Foundation Stage.

Communication regarding children's development, takes place between the childminder and others to promote children's achievements and well being.

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

Children are incredibly secure within the setting. They show that they feel safe and are comfortable within the home and with their childminder, demonstrating high levels of confidence in their play. The interaction between the children and the childminder is very warm and affectionate. Younger children are offered reassurance when needed and play is used for the purpose of distraction. Older children returning from pre-school interact very well with each other. They confidently chat to each other and help one another in their chosen activity, for example, as they use the scissors and glue in a craft activity. The childminder gains an understanding of children's interests and preferred resources. She offers them an enabling environment where young children are encouraged to make their own decisions about their play, allowing them to achieve and enjoy their time in the setting. Children receive a good balance of child-inspired play as well as some planned activities. The childminder fully promotes a child led environment and uses good quality questioning to challenge the children in their thinking. Through the observations the childminder makes on the children she monitors the children's progress towards the early learning goals. Next steps in children's development is identified and used in future planning of activities. The children's development records are shared with the parents who are invited to contribute towards them with updates about their children in their home environment.

Children are learning how to keep themselves safe, through discussion, activities and routines. For example, during craft activities children are reminded of safety when using the scissors and how not to point at something across the room whilst holding them. Similarly younger children learn not to put too much food in their mouths at snack time as the childminder use age appropriate explanations about choking. The childminder has clear procedures in place for accidents, a record is kept and details are shared with parents. However, although currently attending an appropriate training course, the childminder's first aid qualification had recently expired. The childminder has many clear procedures in place to reduce the spread of infection. Parents are asked not to bring their children if they are unwell and detailed information is available to parents regarding incubation periods of different illnesses. Meals are provided by parents and stored and served accordingly by the childminder. Children are positioned in appropriate seating for their stage of development. The childminder uses meal times to reinforce children's knowledge of safety and promotes good table manners and independence skills.

Children are developing well in their abilities to problem solve and their mathematical concepts. Through everyday conversations and child-led play, young children are challenged effectively by the childminder. They discuss colours and numbers and play games that promote their critical thinking. Building blocks are amongst a variety of resources that are used to discuss colours and as towers are built, children are encouraged to add on one more. Children are developing in their communication. The childminder encourages conversation, she speaks clearly with

younger children as they practise words being said as they develop their vocabulary. Older children are developing well in the abilities for structured conversation. The use of electronic resources encourages children in their skills for the future. Children have access to computers and electronic toys test younger children's skills as they push buttons to make the lights and sounds work. All children display a strong sense of belonging and security within the setting and all appear to be happy and settled. They are mainly confident, show good levels of self esteem and build strong relationships with others in the setting. Children work well independently as well as collaborating and co-operating with their peers. Their behaviour is very good, all children are valued and encouraged to make a positive contribution to the setting.

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