

Inspection report for early years provision

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Inspection date	16/03/2010
Inspector	Shan Gwendoline Jones
Type of setting	Childminder

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 has been registered since 2008. She lives with husband and twins, aged six years, in the Lancing area of Worthing, West Sussex. The whole of the downstairs is available for minded children, with sleeping space and the bathroom upstairs. There is a garden for outside play and the childminder lives close to the beach, park and local shops. The family has one cat.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than three may be in the early years age group. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. Children in all age ranges share the same facilities. The childminder collects children from the local schools and takes them to drop-in groups and other amenities in the local area.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage and plans a wide range of activities that promote children's learning and development. Clear monitoring and assessment systems are in place and show that children are making good progress. A welcoming and inclusive environment has been created where children access a good range of resources and activities that help to promote their learning. The childminder has begun to evaluate her service in order to identify areas for 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 systems for self-evaluation and support to identify targets for further improvement
- extend the range of resources that promote and value diversity and differences
- review the record of fire evacuation drills to include details of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder knows how to identify possible indicators of abuse and fully understands her responsibility to protect the welfare of children in her care. Children are able to play in a safe environment; the childminder is vigilant when managing security to the premises, ensuring all

visitors are closely monitored. Ongoing risk assessments support the childminder to put in place appropriate safety precautions. Within the home, children play safely as the childminder has minimised hazards, for example, by using safety gates to prohibit access to the stairs. The children are accustomed to the childminder's fire evacuation routine because they practise together often. However, the fire evacuation log lacks the necessary detail to fully monitor their effectiveness.

The childminder is committed to developing her practice. She has successfully completed all of the mandatory training and has joined a childminding network to enhance her knowledge and skills. She makes good use of the Early Years Foundation Stage in supporting the development of her practice, resulting in positive outcomes for the children in her care. The childminder organises the environment to allow children to explore freely, thereby assisting them to become independent learners. For example, children choose from a stimulating range of quality play resources that are stored on low level shelves and in boxes, supporting their independence skills.

The childminder is highly organised to meet the individual needs of the children in her care. There is a portfolio of information which is shared with parents to help them understand her childminding methods. She has established very good relationships with parents, with whom she shares all her policies and procedures. A daily diary and verbal exchange of information ensures parents are kept fully informed about their child. Children benefit from the good communication between their main carers as it means their individual needs are well known and can be catered for.

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

The childminder knows the children well. She has introduced a thorough assessment system which is used to identify children's next steps in learning and is shared with parents. She uses this information to ensure children's progress and development in all areas of their learning. They enjoy being with the childminder and happily make choices from the well resourced environment. Children are increasing their confidence as they have regular opportunities to develop their independence skills. They have fun as the childminder gets involved at their level while they play. During activities and free-play sessions, the childminder observes their development and this helps her to support the children in their overall development. They benefit from a relaxed environment and as a result, they feel comfortable in approaching the childminder if they need help or assistance.

The childminder can explain how she adapts her planned activities to meet the individual needs of the children which promotes inclusive practice. Children learn to respect those who may be different to themselves by her positive attitude and personal experience of caring for children with special educational needs and/or disabilities. However, resources that promote and value diversity and differences are less evident in the learning environment to enable children to develop their knowledge and understanding sufficiently.

The childminder shows appropriate affection to the young children in her care, giving cuddles and encouragement in large doses. The childminder talks to children, keeping them well informed of what is happening next. She follows their routines from home and remains close to them so that they quickly settle, gain confidence and are secure. Young children enjoy exploring and experimenting with the range of suitable resources that are available such as natural materials in the treasure basket. Children have ample opportunities to socialise with other children when they attend local childminder drop-in groups. They have consistent opportunities to experiment with sand, water and paint as the childminder adapts her kitchen to provide a wide range of creative play activities.

Children's dietary needs are taken into consideration and they are offered healthy and nutritious snacks, such as a variety of fresh fruit daily. They have easy access to their own bottle of drinking water when they are thirsty. They have good opportunities to enjoy fresh air and exercise daily. For example, they play in the garden and visit the local park, developing their large muscle skills.

The childminder understands how to manage children's behaviour appropriately, for example, she praises children's achievements, promoting their confidence and self-esteem. She has clear and meaningful written guidelines for acceptable behaviour for children, which she shares and agrees with parents. She has built close and loving relationships with the children and as a result, children are happy and settled in her care.

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

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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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