

Inspection report for early years provision

Unique reference number	EY265639
Inspection date	21/07/2010
Inspector	Jill Steer

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2010

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 2003. She lives with her husband in Horsham, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, with the exception of the bedrooms. She has a cat and some fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four 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 Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school and pre-school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development as they play a key role in the planning through consultation. The strong three-way relationships between them, the childminder and their parents and carers, means they are relaxed, happy and confident. The childminder is well qualified and has a positive attitude to continuing to improve her provision. She has identified areas for future development to enhance the environment for the children.

What steps need to be taken to improve provision further?

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

- ensure all records and documentation are accurately maintained for the safe and efficient management of the setting and to meet the needs of the children.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of identifying and managing any concerns about children's welfare and she knows where to go for support and advice. Children's safety is further protected as the childminder conducts risk assessments of her home, her garden and the venues they visit on outings. This enables children to be and to feel safe and so become confident individuals. Parents are informed of any accidents the children may have which are dealt with appropriately. However, although parents sign the accident records they are not all dated to confirm when they were informed and not all the risk assessments include completion dates. On outings, effective measures ensure children are safe as well

as within the home where the childminder reminds children to think about their own safety. For example, by sitting with food and drink and discussing how trips and accidents may have occurred and they regularly practise how to safely evacuate the house in an emergency.

The childminder has developed strong partnerships with parents and others involved in the children's care, such as pre-schools. This has enabled her to share information about the children's progress so they receive consistent care and their developmental needs continue to be fully met. Information is shared with parents on a daily basis through discussion and the use of daily journal, which both parties complete. This develops effective relationships with extremely clear channels of two-way communication about the children and their developmental progress. The childminder is aware of her strengths and weaknesses and each year invites feedback from the parents and children, which demonstrates her commitment to striving for improvement. The childminder is well qualified and by continually updating her training and attending courses, keeps up to date with current practice issues. The childminder promotes inclusive practice. For example, she ensures all children are suitably engaged in play and activities throughout the day and children's individual needs are met. Children benefit from access to a good range of toys and resources. A full range of relevant policies and all required documentation support the daily management of her provision.

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

Children make good developmental progress with this childminder as they are the primary planners of their activities which are based upon what they like to do. She actively encourages them to instigate play and then supports their learning. This ensures they are motivated to learn from topics of their own interest. Children are asked what they want to do and the childminder uses her knowledge and observations of their development to channel their play, incorporating all six areas of learning, to ensure they progress to the next steps in their development. For example, whether making a birthday card or playing with toy money, the childminder encourages young children to identify the colours and counts the number of items. Clear observations are recorded in individual Tracker books which chart each child's developmental progress so the childminder can plan how to move them on to the next stage in their development. She gives them lots of praise which improves their self-esteem and confidence. Children benefit from the calm atmosphere and the childminder's belief and practice of consistent reinforcement which has a positive impact on their behaviour. They receive ongoing praise and encouragement which provides them with a sense of belonging and builds upon their self-esteem and the childminder is very attentive to the children's needs and routines which enables them to feel settled and secure.

Children are very happy in the childminder's home and they can confidently select what they want to do from the resources which are stored on the floor to be readily accessible to them. The childminder provides a positive role model for behaviour, speaking clearly and taking an enthusiastic approach to the experiences offered, which encourages children to do the same. She extends their learning

through pertinent questioning and excellent interaction, which supports their language development extremely well. Use of mechanical and technological resources helps children develop their skills for the future.

Much of their time is spent outdoors, planting and growing, visiting groups, sometimes with other childminders when they mix with their peers. These daily outdoor activities allow children to be active and learn about leading a healthy lifestyle. They play in the garden, exercising their bodies by using the physical play equipment and visit the local parks to run and climb. Children discuss how this activity makes their body feel, sometimes sweaty and their heart beating faster. They dig, plant and harvest vegetables in the garden which teaches them about healthy food options along with the fresh food prepared and served each day by the childminder. Children's good health continues to be promoted as the childminder implements routine procedures, such as hand washing, before eating and after going to the toilet and being outside. They learn how to wipe their own noses to reduce the spread of infections and even the youngest children have learned to wash their hands after doing so.

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	1
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
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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