

Inspection report for early years provision

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Inspection date	21/06/2010
Inspector	Chris Mackinnon
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 partner and one child under one year, in a first floor flat in a the Preston Park area of Brighton and Hove. The majority of the flat is used for childminding, with an enclosed patio garden available for outdoor activities. (Access to the garden is by steps at the rear of the premises)

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of four children aged under eight years may attend at any one time, with no more than two in the early years age group. The childminder currently has four children on roll and all are in the early years age group. The childminder makes frequent outings to nearby parks, library and locally organised play sessions.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is an experienced and training childcare practitioner, and successfully supports individual children's care and development. She organises a well planned programme of activities, which she conducts in French and English, and children make excellent progress and achieve well at her setting. Children have access to a well prepared play environment, and are encouraged to be creative and inventive with their play. A well presented range of stimulating resources and play materials are provided, and children have frequent opportunities for outdoor learning. The childminder works closely with parents and other carers, and is developing systems to support self- evaluation and improvement.

What steps need to be taken to improve provision further?

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

- increase the range of learning opportunities provided to support children's awareness of diversity and people's differences
- develop the use of self-evaluation structures and development plans to maintain improvement

The effectiveness of leadership and management of the early years provision

The childminder has an NVQ level 3 qualification and demonstrates a consistently good understanding of children's development needs. Her home is well prepared for childcare, and her years of experience as a day care practitioner, contributes significantly to her successful organisation of children's learning. The childminder is also effective in her provision of safeguarding. She provides close support for

individual children's welfare, and well organised policies and procedures are in place, to ensure children are kept safe and secure.

The childminder has several strong aspects within her practice, and her support for children's enjoying and achieving is outstanding. She is highly organised in her presentation and support for children's learning development, particularly in the planning of activities. Her excellent use of observation and assessment also successfully promotes individual children's achievement. Children also benefit from the childminder's confidence with extending their skills and abilities, and many opportunities are provided for learning during frequent and well organised outdoor activities.

The childminder provides of a well prepared learning environment, that is welcoming and successfully stimulates play. Children have access to a wide range of role play, art craft resources and story books; and can choose and adapt play materials easily. The childminder is consistent in her ability to apply reflective practice and assess the quality of her activities. She is able to adapt the range of resources to support individual learning, and is responsive to child initiated learning paths. She also demonstrates a positive commitment to development and widening the scope of the play programme. However, her use of self-evaluation systems to identify overall strengths and weakness, is not yet fully in place and is an area for improvement.

The childminder is confident in her promotion of equality and diversity. She focuses well on individual children's learning needs, and can provide good evidence of supporting the achievement of all the children attending. She organises specific learning activities to support children's additional languages, and uses the toy library to sustain her provision of diversity based resources. She is currently developing the range of festivals and activities provided to support children's awareness of peoples differences.

The childminder has a good awareness of the need maintain positive partnerships. She has made links with other carers and care settings, and provides good support for older children's continued learning. She works closely with parents to promote children's progress, providing detailed notes on the younger children's daily care needs. Parents are also successfully included in the assessment and observation of children's learning progress.

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

The childminder's organisation of learning is highly effective and her support for children's enjoying and achieving is outstanding. She successfully provides a planned range of activities, for each child attending, that matches their learning needs. She also successfully promotes the children's individual interests, and includes input from parents and other carers. The childminder shows a particularly perceptive and imaginative approach, that is highly successful in engaging children and supporting their active learning and creative thinking. For example, during frequent outings and visits to the park, children are encouraged to look and

explore their surroundings. These experiences are then used within the setting, to stimulate play activities, such as story telling, drawing and mark-making.

The childminder shows considerable skills in teaching and guiding children's learning. She uses excellent questioning techniques and works closely with the children to follow their play, and offer challenges when needed. She is also confident in her use of the six areas of learning, and extending children's range of play and sense of inquiry. The childminder also makes clear observations and keeps detailed records of children's engagement in activities. Children's individual achievement is consistently assessed, and regular progress reviews, ensures individual children's next steps in learning, are known and included in the planned play programme.

Children's health and development is well supported. Younger children's growth and physical confidence is effectively promoted, and information on their care needs, is recorded daily and shared with parents. The childminder ensures children have healthy foods and snacks, and older children's awareness of foods and healthy eating, is well supported; with food based activities and learning projects. The childminder places a strong emphasis on encouraging children's physical development. A good range of specific activities are provided outdoors to encourage running, climbing and balance. Children enjoy many active games and role-play, and use interactive play items to promote their manipulative skills. Good use is also made of outings and visits to the library, to provide a range of learning opportunities supporting children's knowledge and understanding of the world. Story books, travel and transport themes and learning about nature, feature strongly within the play programme.

The childminder takes effective steps to ensure children feel safe and are kept secure within the setting. Younger children are closely guided and supervised, and older children are encouraged to be independent, and become confident within the play environment. Child led role play, pretend shopping and dressing up games are examples of the supervised play that was observed. The childminder also takes care to maintain safety effectively within her home, and outdoors, with a clear range of procedures and detailed risk assessments. The childminder also takes care to effectively promote children's personal and social development. She is skilful in helping children to feel confident with work with others. Children learn about turn taking and helping, and are encouraged to share their play. This is particularly well demonstrated by the childminder's book reading sessions, where children engage effectively as a group, and listen to the stories.

Good care is taken by the childminder to provide activities that support children's speech and literacy. Younger children's communication and non verbal contact is well supported, and older children are encouraged to talk about their ideas and interests. Good use is made of mark making and there is strong promotion of narrative, and activities to learn about letter sounds and words. Activities and resources to promote children's problem solving and awareness of numbers, feature significantly. Children have frequent opportunities to learn about counting, and shapes and sizes are well explored during play. A particularly good example, being the childminder's guidance of an older child in understanding how a ruler is used for measuring.

Children's creative and expressive learning is well supported, and the childminder has a definite area of expertise, in her encouragement of children's art and craft skills. A particularly good activity illustrates this. During an outing, the children decided to draw faces on the pebbles they had collected, and then proceeded to compare and make up stories about them. Children use of a good range of tools, and are encouraged with practical skills, such as cutting, sticking and connecting assembly toys and play systems. Children also learn how to combine materials creatively and effectively, and many of these activities successfully contributes to their future 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	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	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

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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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