

Inspection report for early years provision

Unique reference number	EY393408
Inspection date	01/06/2010
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 registered in 2009. She lives with her partner and their two children aged two and five years in Hassocks, West Sussex. All of the ground floor is used for childminding, with access to an enclosed garden for outdoor activities.

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 under eight years may attend with no more than one in the early years age range. The childminder currently has six children on roll, with four in the early years age group. The childminder makes outings to nearby shops and play areas.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is well organised and provides effective support for individual children's welfare and development. A well prepared play environment is provided and children have access to a good range of play resources and learning materials. The childminder is confident in her promotion of children's learning, and makes good use of observation and assessment to monitor their achievement. The childminder works effectively with parents and other carers, and demonstrates a positive approach to 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 diversity based activities, learning resources and visual material provided

The effectiveness of leadership and management of the early years provision

The childminder has been registered for just over a year and shows good consistency and organisation in her provision of childcare. She demonstrates a good knowledge of the developmental needs of the children who attend, and is confident in her application of a planned programme of learning. The childminder's organisation and awareness of safeguarding is effective, with a well organised range of procedures in place to ensure children are safe and secure. She has also attended training in child protection and behaviour management, as part of her introduction to childminding course.

The childminder has several strengths within her practice, particularly in her support for children's learning and the assessment of their progress. A well prepared learning environment is also a strong feature of her setting. Children are able to explore and select play items easily, and the learning resources are well

presented to support the interests of children over a range of ages. Frequent outdoor learning also takes place, in the childminder's well prepared back garden play area. The childminder has a sound awareness of the need to promote equality and diversity. She has introduced the regular celebration of cultural festivals, and provides play and learning activities that supports the children's understanding of the wider world. She is, however, developing the presentation of diversity based play resources and visual material within the learning environment; and this is noted as an area for improvement.

The childminder makes good use of reflective practice to support children's achievement, and has a sound awareness of the need to develop and review her learning programme. The childminder demonstrates a positive commitment to maintaining a good standard of care, and uses her own self-evaluation system to identify areas for development. The childminder works effectively with parents and other carers, and benefits from well developed links with several local childminders. She maintains close partnerships with parents, and works effectively with them to support individual children care and welfare needs. She also uses daily diaries and consistent observation records to show the children's development and encourage parents' involvement.

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

The childminder provides strong support for children's enjoying and achieving. Her planning for learning is mostly based on individual children's learning stages and their interests. She also uses the children's home events and information from parents, to plan play activities, and prepare the learning environment. Within the planned play programme, she responds well to the learning needs of children over a range of ages.

The use of close interactions and one-to-one learning is consistently organised. The childminder shows good skill in her use of questions to challenge children's thinking, and children are carefully encouraged to explore and be inventive. Through the childminder's close support and knowledge of the six learning areas, children are positively guided, and able to extend their learning. The childminder has established a thorough and well organised system of observation and assessment. Each child has a well presented learning and development folder, and written notes are made to identify children's next steps in their learning. Regular and more detailed assessments are also undertaken a set periods, to monitor children's progress through the learning stages.

The childminder successfully promotes children's health and development. She works closely with parents to encourage younger children's weaning, and independence in their personal care. Children's intake of food and drinks is closely monitored, and older children try new foods and learn about healthy eating. Children's physical development is also successfully promoted throughout the play setting, with many games and activities that include balance and coordination.

The childminder takes care to ensure children feel welcome and safe within her

home. Children's favourites are known and encouraged, and children settle well into their daily routines. The childminder also uses a clear range of risk assessments to maintain a safely organised play environment. The childminder shows good consistency in her management of children's behaviour, and her promotion of their personal and social development is effective. She shows skill when supervising children of different ages, and plans well to enable their play. Children are also consistently helped to develop positive relationships and are successfully guided to share and play together.

Children's future skills are effectively promoted, throughout the play programme. The childminder successfully provides a opportunities for children to use tools, and work with different materials. Children's communication and literacy is well promoted, with consistent support for their speech and language; particularly during small world play and assembly activities. Children also enjoy good access to books and stories. Children have good opportunities to engage in problem solving, and enjoy puzzles and learning about shapes and sizes. Creative learning is confidently provided and children become well engaged in a wide range of art and craft activities. Frequent cutting and sticking projects also encourages children's manipulative skills and inventiveness. The childminder takes care to develop the children's knowledge of the world, during their play, with question about distances and where things come from. She also provides planting activities in the garden, and children learning about nature through walks and outings within the local area.

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