

Inspection report for early years provision

Unique reference number	114575
Inspection date	15/09/2010
Inspector	Teresa Elkington

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 1997. She lives with her husband and three children aged 15, 13, and 11 years, in Crawley, West Sussex. The ground floor of the house is used for childminding purposes and there is a fully enclosed garden for outside play. The family has a pet rabbit and two guinea pigs. The house is close to local parks and other amenities. The childminder is registered on the Early Years Register to care for a maximum of six children under the age of eight years and is currently has four children on a part-time basis who are in the early years age range. Registration also includes both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a supportive and enabling environment to children. She shows a comprehensive understanding of their individual characteristics and needs. This allows her to plan effectively for their learning and development and provide full support for their welfare needs. Children's learning and play is promoted well, which is supported by the well organised range of resources and learning opportunities available to them. The childminder's practice is supported by positive relationships with parents. High emphasis is placed on her own professional development and she takes positive steps to identify and improve the quality of the service she offers.

What steps need to be taken to improve provision further?

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

- develop the partnerships with parents to ensure that they are fully involved in the planning for children's next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of effective working practices to ensure that children are properly safeguarded. This means that all adults are vetted for suitability and procedures are in place to protect children's interests. The childminder supports children attentively and risk assesses their play environment to minimise any potential hazards that may exist. All paperwork in support of the service is in place and well maintained. Exemplary health and hygiene procedures, ensures that children's good health and well-being are fully supported at all times.

The childminder is proactive in developing her provision and driving improvement.

She values ongoing training in order to extend her knowledge and professional development. The childminder talks with enthusiasm when discussing the experiences and learning she has achieved and how this will be of benefit to the children. Ongoing evaluation of her provision and practice is valued in ensuring she provides children with high quality care and learning opportunities. The environment in which children play is organised thoughtfully to meet their needs. They access to an exceptional range of good quality resources, toys and activities that support their learning and development in all areas. These are rotated on a regular basis to provide variety and keep children enthused. The provision is fully inclusive as the childminder views all children as unique individuals with the ability to make progress, be happy and fully take part in all aspects of play. Play resources provide positive images for children to promote their awareness of diversity, which is further enhanced by well planned activities allowing children to explore their own culture and those of others.

The childminder fosters good relationships with parents. Policies and procedures are readily available to parents and provide a clear insight of the expectations of the service and the roles and responsibilities of both the childminder and the parents. Communication links are effectively maintained with parents through the use of verbal feedback, written exchanges, a notice board and access to individual learning journals. However, the childminder is yet to fully embrace the benefits of encouraging parents to become full participants in planning for their children's future steps in learning. The childminder values and fosters clear working relationships with other providers of care and external agencies to ensure that children needs are fully supported. Comments from parents highlight the quality of the provision and the caring, relaxed and supportive approach of the childminder.

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

Children thrive and progress very well within a relaxed, homely environment where they benefit from very close relationships with the childminder, which enables them to feel safe. The childminder allow children to lead their own play, which she supports well, as she plays alongside them, making suggestions and encouraging new learning experiences. This allows children to follow their natural interests and impacts on their play and enjoyment. Children readily access resources of their own choosing, which is well supported by the good use of labels displayed on drawers in words and pictures allowing children to make informed decisions as to what they wish to play with. The childminder undertakes ongoing observations to gain an overview of the progress that children are making, which are then used to influence planning and developing children's next steps in their learning. All assessment information is carefully collated with good examples of what children have achieved, alongside photographs of them being engaged in activities.

Children receive ongoing praise and encouragement to enable them to feel valued and develop in self-esteem. High emphasis is placed the importance of adopting healthy lifestyles. Children enjoy a wealth of physical play activities both within and away from the home. For example, they enjoy walks within the local community

and engage in exciting play experiences within local woods and parks. Children's dietary needs are appropriately considered, as the childminder works in partnership with parents to ensure children receive healthy meals and snacks, as well as regular drinks. Children are encouraged to adopt good personal hygiene routines. For example, the use of individual hand towels promotes their understanding of how to keep themselves healthy and prevent the spread of infection. Good use is made of discussion and children's participation in fire drills to alert them of the importance of keeping themselves safe, which is enhanced by the use of practical stories of 'Francis the firefly' to promote children's awareness of the dangers of fire.

Children enjoy a variety of activities which contributes to all areas of their learning and promotes skills for their future. They have access to a range of role play materials and enjoy spending time acting out familiar scenarios within their own lives and use a range of malleable materials to encourage expression and feelings, for example, as they feed and dress the dolls, which is well supported by the childminder who extends their play through the use of open-ended questioning to stimulate their thoughts and emotions. Children are encouraged to use signs and words to encourage and support their use of communication. Children have age-appropriate experiences of developing their problem-solving skills. For example, children enjoy use a range of puzzles which are supportive of their stages of development. They are actively involved in working alongside the childminder in her garden and at her allotment, planting and nurturing vegetables, watching their growth in anticipation of enjoying the fruits of their harvest at the meal table. Overall, children thrive in a setting where they are valued as individuals and are encouraged to grow and flourish within an environment that encourages them to be active and inquisitive young learners.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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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