

Inspection report for early years provision

Unique reference number	EY330474
Inspection date	20/09/2010
Inspector	Shan Jones
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.

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 2006. She works with her husband who is also a registered childminder at her house in Worthing, West Sussex. Both the childminder and her co-minder have joint responsibility for the childminding practice. The whole ground floor of the house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children, of whom no more than two may be in the early years age group when working alone. When working with her co-minder, she may care for a maximum of ten children of whom no more than four maybe in the early years age group.

The childminder is currently minding six children, three of whom are in the early years age group. The childminder drives to local schools to take and collect children. She attends the local toddler and music groups, takes children to the library, the local park and places of interest. The family has a pet rabbit.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is enthusiastic and has a good knowledge of child development and individual needs. This means children are motivated to learn and make overall good progress in their learning and development. Partnerships with parents are excellent and this supports the continuity of the children's care and promotes their learning and development. The childminder is committed to professional development and has a sound understanding of her strengths and areas for future developments. These positive features mean that the childminder promotes the welfare and learning requirements with a good level of success.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of full risk assessments for each type of outing stating when they were carried out, the dates of reviews and any action taken following a review or incident (Documentation) 04/10/2010

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

- continue to develop systems for evaluating all aspects of the provision,

inviting ideas from children and parents in the setting

The effectiveness of leadership and management of the early years provision

The children feel at home and at ease in the well organised environment, which means they are confident to initiate their own play and learning. The children within the setting are safeguarded from harm as the childminder has a good understanding of all aspects of safeguarding. She has a clear awareness of signs and symptoms to look out for on a child that may cause her concern and will follow her own written procedures with any concerns. The childminder also has other strategies in place to safeguard the children including detailed, fire evacuation procedures which are practised at different times to ensure the children are well prepared should the need arise. Risk assessments are in place for all areas of the home. The childminder and her co-minder are aware of safety when on outings with the children, such as teaching them to cross roads safely when visiting the park. They have in place a record of some risk assessment for outings. However, they have not carried out a full risk assessment for each individual outing that the children take part in. This is a specific legal requirement.

The childminder is very enthusiastic and motivated. She has developed a comprehensive range of policies and procedures to support her child care practices, which she continues to review. The childminder is proactive in ensuring she keeps up to date in childcare issues by attending regular training, thus benefiting the children. The childminder has recently started to formalise self-evaluation of the setting although has not yet invited comments and suggestions from parents or children attending.

A particular strength is the outstanding partnership with parents and carers. They are regularly consulted on their children's particular needs, difficulties, likes and dislikes. The childminder works effectively with parents in order to meet individual children's needs. Her registration certificate and qualification certificates are displayed so that they are available for parents to view. The childminder provides a wealth of information for parents, for instance, she observes, evaluates and records the children's developmental progress, uses photos and samples of their art work. This written comment from one parent reflects the views of many others. The time taken to develop the special development file is highly appreciated and shows how much she cares. The childminder has begun to develop links within the community as she liaises with other childminder's and with other providers children attend who are also delivering the Early Years Foundation Stage to promote partnership working.

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

Children are warmly welcomed into a caring and child centred environment. Children benefit from the stimulating environment and the provision of good

quality resources, toys and imaginative activities. The childminder has a good understanding of the children's individual needs, building warm, caring and positive relationships with them. Young children benefit from the good settling-in procedures, they are effectively supported by the gentle and caring approach of the childminder, who understands their anxieties and emotional needs.

Children enjoy a wide variety of outings and outdoor play opportunities, for example trips to the park and regular visits to toddler and music groups. The childminder recognises the importance of play in children's development. She is confident in her knowledge gained through her experience of working in childcare and is fully aware of the differing needs of various age groups. She uses guidance such as the Early Years Foundation Stage to enhance the provision for children. By working effectively with her co-minder and exchanging their knowledge and experience, children are extremely well cared for and enjoy a good range of activities which are fun.

The childminder has a sound understanding of equality of opportunity which is evident throughout her practice and is reflected in the written policies. This ensures all children are valued, made welcome and are included fully in the life of the setting. The childminder's inclusive approach enables children to develop a positive attitude towards one another and to recognise each others differences and similarities. Children have equal access to activities and resources, which reflect diversity and the wider world.

Physical activities are fully promoted and children are able to spend time in the well equipped garden which is used as an extension of the indoor learning environment. They are developing good control of their bodies, increasing their physical skills as they slide, bounce, crawl, swing, run and steer wheeled toys. They take an interest in their natural environment through activities, such as feeding the pond fish and playing in the snow.

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	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	1

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	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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