

Inspection report for early years provision

Unique reference number	EY406954
Inspection date	22/09/2010
Inspector	Sue Taylor
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 2010. She lives with her husband in Crowborough, close to shops, parks, schools and public transport links. Childminding generally takes place in the lounge on the ground floor with access to toilet facilities on this floor. A bedroom on the first floor is used for sleeping children. There is an enclosed garden for outdoor play. The family have a dog, a rabbit outside in a hutch and gold fish in a tank in the kitchen. 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. The childminder is currently minding two children in the early years age group. She is also registered by Ofsted on both parts of the Childcare Register to care for children in the later years age range. The childminder attends toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is gaining confidence in her knowledge of the Early Years Foundation Stage. Children's individual welfare and care needs are met well and as a result they are happy, safe and secure. They are making progress however their next steps are not effectively identified or planned for. The childminder is keen to develop her practices and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that low level glass in the lounge door is not a risk to children
- develop further children's individual records to note links to the areas of learning, showing children's progress towards the early learning goals from their starting point, identifying next steps to share clearly with parents, encouraging parents involvement and contributions to the assessment process
- develop a monitoring system to show how children are progressing across all six areas of learning

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure environment where children have space to play and explore both indoors and outside. Overall, risks are assessed and hazards minimised, however it is not clear whether the full glass door in the lounge is safety glass. The required risk assessment record is in place and provides some good detail, particularly around outings. Household members have a valid Criminal Records Bureau check and the childminder supervises children well. The childminder is confident about her knowledge of child protection and safeguarding children in her care. A varied range of clear written policies informs parents about her practices and procedures.

The environment is welcoming and offers good play space. Children benefit as they can easily access the available toys. At times during the day, they make the decision about whether they want to play outside. The childminder knows each child's likes and dislikes and this awareness is reflected in the accessible resources. General daily records are kept of how children spend their day and include detail to parents about children's care needs, such as meals and sleeping. With a photograph added for each entry this provides a positive picture for parents of their child's day. The childminder includes some information about a child's achievements or play. A positive relationship develops with parents and time is spent daily in verbal discussions to ensure any individual care needs are shared and met. However, parents are not effectively involved in children's learning or contributing to the assessment process.

Although the childminder is able to give an overview of children's achievements, there is no clear identification of children's next steps or detail of how children's progress is planned for and promoted. Overall, there is limited evidence to show how she monitors and evaluates children's ongoing progress from their starting points, across the six areas of learning. From discussion the childminder demonstrates she is aware of the areas she needs to develop to bring about improvement in children's learning and assessment. The childminder is also aware she needs to improve her liaisons with other providers of the Early Years Foundation Stage where this is required for individual children, to ensure progression and continuity of learning and care.

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

There is a strong bond between the children and the childminder shown by the positive interactions and lots of smiles. They show they have confidence to explore their surroundings and making choices about their play. They begin to learn, from the childminder's guidance, to keep themselves safe. This shows as a young child puts on the childminder's slippers and carefully makes their way outside. Another child shows delight as the childminder has him on her lap as she sings favourite nursery rhymes with actions. Children clearly demonstrate they are very settled

and feel safe. The childminder's behaviour management is good, for example gently encouraging young children to share toys and take turns. As a result, children behave well and respond positively to requests from the childminder.

The resources and toys are accessible and children decide what they want to play with. The childminder encourages them as they play and helps to develop their learning. She is aware of children's interests and suggests other activities such as drawing that she knows children enjoy. Children choose familiar story books and they sit together with the childminder reading the story or looking at the pictures. Children's developing problem solving and numeracy skills are encouraged with available resources, for example with puzzles or counting in everyday situations or with number songs. They go out regularly to socialise with other children and adults or enjoy trips to toddler groups, the library and parks. Children enjoy going outside and using the ride on toys or exploring the garden. They gain some awareness of the wider world with the resources that reflect other cultures and backgrounds, such as a good variety of books and puzzles. Children are developing and learning but their next steps towards the early learning goals are not effectively identified or planned for. With no monitoring of progress it is difficult to see how well they are doing in all areas of learning to ensure they develop good skills for the future.

Children are given healthy snacks and have access to their drinks throughout the day, controlling their own thirst needs. Young children show that they know they can get their bottle refilled. They learn to adopt healthy habits for good personal hygiene such as hand washing after the toilet or garden play. Even young children wash their hands with the childminder after a nappy change. The use of individual towels for hand drying limits cross infection.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
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	3

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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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