

## Inspection report for early years provision

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<b>Unique reference number</b>	EY381889
<b>Inspection date</b>	19/10/2010
<b>Inspector</b>	Fler Wright
<b>Type of setting</b>	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 2008. She lives with her husband and three children aged ten, eight, and five years in Brighton, East Sussex. The basement area of the property is used for childminding as well as a toilet on the ground floor. There is a secure garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently 12 children on roll, two of whom are in the early years age group. The remaining children are aged between five and eleven years. All attend on a part time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children, and visits local places of interest, parks, shops and groups on a regular basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She is organised, friendly and approachable, and the child-centred environment and resources available help to ensure children greatly enjoy the time they spend with her. She makes regular observations of their play and knows each child exceptionally well, helping to ensure the children in her care continue to blossom and their individual needs and abilities are well catered for. The assessment process in place is effective although is not yet done systematically. The childminder is passionate about her role in caring for children and is keen to improve her practice further and develop the ways she evaluates her setting. She is currently working towards a recognised childcare qualification and demonstrates a strong capacity to maintain continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- ensure assessments include children's starting capabilities and they are systematically reviewed to identify how well children are progressing towards each of the early learning goals
- enhance the use of reflective practice and self evaluation techniques in order to continually improve the outcomes for children

## **The effectiveness of leadership and management of the early years provision**

The childminder is aware of the possible signs and symptoms of abuse and where to refer any concerns to. There is a written safeguarding policy in place. All adults in the home have had Criminal Records Bureau checks and are suitable. The childminder is safety conscious and carries out risk assessments around the home and on outings, helping to ensure the environments children have access to are safe and suitable to use. She has an up to date first aid certificate helping to ensure children are protected in the event of a medical emergency.

The childminder is passionate about her role in caring for children and puts a lot of effort into ensuring children enjoy their time with her and that parents are happy with her service. She has almost finished working towards a Diploma in Home Childcare and has already begun to think about future training she would like to attend in order to further increase her knowledge and improve outcomes for children. She has completed the self evaluation process in the past and is keen to re-visit this in order to improve her practice further by evaluating all aspects on a regular basis. There are a good, clear and concise range of policies and procedures in place that reflect the individuality of the setting. The childminder has a secure understanding of the learning and development requirements within the Early Years Foundation Stage framework and ensures children are involved with a very good range of purposeful activities and experiences. She makes regular observations of their play in order to help plan the next steps in their learning, and records their achievements. However, these assessments are not currently systematic, making it difficult to see how well children are progressing across the areas of learning as their starting capabilities are also not included in the assessment process. The impact this has on the children is minimal as the childminder takes the time to get to know each child individually and has an excellent awareness of their differing needs and abilities. She has the knowledge to enable children to learn from everything they do together. She instigates appropriate discussions with them when playing in the garden, around the home, eating lunch and getting ready to go out, helping to ensure few learning opportunities are missed.

The bright, child-centred environment available and the age-appropriate equipment and resources are of good condition, interest the children, and are made accessible to enable free choice. Photographs of the children in attendance are on display and their artwork is placed in prominent positions around the play space such as hanging from the ceiling, helping children to develop an important sense of belonging and feel proud of their achievements. An inclusive environment is promoted for all. The childminder liaises regularly with other early years practitioners and has access to their planning helping to ensure that she is able to extend children's learning further whilst they are with her. She has a particularly strong relationship with parents, who are very happy with the care provided. They state that their children are always eager to talk about what they have been doing with the childminder, and that they enjoy their meals and the interaction with other children in the house. They comment that their children feel secure, and the time that they spend with the childminder is caring and stimulating. The

childminder completes a journal for each child, that parents comment is 'meticulous and a joy to read'. They are kept very well informed of every aspect of the care and learning their children receive.

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

Children greatly enjoy their time at the childminder's. They feel comfortable with her and demonstrate they feel secure in her care by freely expressing their thoughts and feelings. They show high levels of independence and know routines well. The childminder is warm and friendly and is able to form close bonds with children quickly. Children approach her for support and cuddles, indicating trusting relationships are built.

Children are able to learn about how to keep themselves safe when they are with the childminder as she talks to them about road safety or how to stay safe on the stairs. The main play area is a safe environment for children to play in and they are well supervised. She makes good and effective use of the space available. The homely, child-centered environment contains a good range of age-appropriate equipment that children are able to access freely. A number of the resources and activities on offer promote equality and diversity and help children to learn about different cultures, religions and individuality.

The childminder ensures children are able to continually make their own choices about what they play with or what they become involved in. She is very sensitive to their needs and structures activities to ensure they respond well. She is careful to ensure activities are not overly adult-directed so that children feel like their input and ideas are highly valued. Children behave well, are polite and are constantly but genuinely praised for all that they do well, such as being kind, or playing nicely. This helps to ensure children develop good self-esteem from an early age.

Children enjoy a variety of meals that are freshly prepared by the childminder. She has a busy household, and tries to ensure mealtimes are a sociable occasion, where all children sit together and talk about their day. She adapts meals to ensure all children enjoy them, for example, by presenting them differently or substituting one ingredient for another. Parents comment that the childminder has been the only person to successfully encourage their children to eat vegetables showing that they feel totally secure and comfortable in her care. The childminder takes the necessary precautions to help prevent the spread of infection. Children are used to routines such as taking their shoes off indoors and using antibacterial gel after playing in the garden. The childminder walks to collect children from school daily and so children have frequent opportunities for physical exercise and fresh air. They visit the park very regularly to ensure their gross motor skills are encouraged.

Children benefit from a very good range of activities and experiences whilst in the care of the childminder. Some are planned such as making spiders, webs and ghosts for Halloween or visiting the museum, and some are unplanned, such as

making a jungle in the sand pit using items from the garden and plastic animals, or washing the windows outside. These impromptu activities form a key part of the time the children spend with the childminder, and relate directly to children's interests and choices that are highly valued by the childminder who embraces their input. This helps to ensure children gain the most from their experiences as they are fully engrossed in their play and learning. Other activities and experiences include picnics with children's toys, collecting leaves, baking or making dishes such as fruit salad, visiting the park, as well as creative experiences such as sticking, bubble painting and making collages using various textures.

The childminder has an excellent awareness of what children know, can do or understand. She makes regular observations of their play, ensures activities or experiences cater for their differing needs and although the assessment process isn't always methodical, her underlying knowledge ensures this does not have a negative impact on the children. Outings to the shop are made interesting as the childminder draws shopping lists for the children to work out for themselves what they need to buy and how many of each item is required. Her secure knowledge of the ways children develop and learn ensure all routines and experiences are used as valuable learning opportunities.

Children are learning important skills for the future. Their language development is supported well and children are very literate. They demonstrate excellent early writing skills. The childminder's effective use of open-ended questioning helps to ensure children have many opportunities to develop their communication, language and literacy skills during the time they spend with her. Overall, the curriculum is balanced, children's learning and development is very well supported, and they are flourishing in the care of the childminder.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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