

Inspection report for early years provision

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Inspection date	23/11/2010
Inspector	Daphne Prescott
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 2009. She lives with her husband and her three children in Bognor Regis, West Sussex. The whole ground floor of the childminder's house is used for childminding with toilet and sleeping facilities in this area. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children of whom no more than three may be in the early years age group at any one time. There are currently two children on roll, of whom one is in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled and make steady progress in their learning. The childminder has a positive partnership with parents enabling her to work with them in supporting their child's individual needs and promoting an inclusive practice. Overall, children's welfare is appropriately safeguarded as most systems are in place for the safe management of children. The childminder has only been childminding for a short time but is committed to developing her skills. She understands the importance of evaluating her practice and is beginning to identify her strengths and areas for development, although these systems are not yet fully developed.

What steps need to be taken to improve provision further?

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

- further develop the risk assessment for the premises to ensure that it covers anything with which a child may come into contact
- obtain written parental permission for children to take part in outings
- develop the processes of self-evaluation to encourage informed discussion with parents and children to help identify the setting's strengths and priorities for development to continually improve the quality of provision for all children
- further create an environment rich in print where children can learn about words.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding issues. She is aware of the indicators of child abuse and the procedure to follow to report concerns. The childminder generally maintains risk assessments for the premises by identifying possible hazards. However, the records of risk assessments are not used effectively to identify all potential risks to children in the home. This does not affect the care on offer to the children as the childminder demonstrates a clear understanding of keeping children safe while in her care. Furthermore, the children play safely as they are suitably supervised by the childminder.

The childminder's home is clean and comfortable for children. There is plenty of space for them to fully explore the play resources unhindered. A satisfactory range of play equipment is readily accessible; children are able to self-select the resources themselves, encouraging them to make choices and increasing their independence. The play materials are clean and in good condition, which contributes towards the sustainability of the provision. The childminder provides an inclusive environment for children, for instance, she adapts activities so that all children are able to be involved at a level which is suitable for their age and stage of development.

Parents are made to feel welcome and the childminder has established positive relationships with them. There is a two-way flow of information about their children's welfare and activities, thus supporting consistency of care. She maintains a daily diary to pass to parents to keep them well informed about how their child has spent their day. Most of the required documentation is in place. However, the childminder has not obtained from parents written consent for their child to take part in outings. This does not affect the care on offer to the children as the childminder has discussed outings with the parents. Other childcare providers are not currently involved with the children on roll, but the childminder is confident to exchange plans for consistent and complementary care as required. She also shows a willingness to work with other agencies for a child with additional needs if this is required.

Procedures to monitor and evaluate her practice are in the early stages. However, the childminder has a sound understanding of areas for further development in order to promote outcomes for children who attend. This helps to demonstrate that she has a willingness to develop and improve her childminding practice, for example, she recognises that she needs to develop written print in the environment to encourage recognition of simple words to promote children's pre-reading skills.

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

Children clearly feel settled in the childminder's home, showing a strong sense of security. The childminder provides activities which she knows interest the children providing opportunities to enable them make progress in their learning. She has started to observe the children during their play in order to track their progress and plan their next steps in their learning based on the children's interests and developmental needs. Parents are encouraged to share any observations of what their child achieves at home and these are beginning to be incorporated into the assessment records and used for future planning.

The childminder gives support and encouragement to children to enable them to fully enjoy the activities on offer. Creative and mark-making activities include opportunities for painting and play dough. Children are beginning to develop skills for their future, as the childminder encourages a love of books at story time, problem solving and regular use of early technology toys, for example, children are learning about how things work as they confidently operate small toys as they push the buttons and learn how to turn building blocks round until they fit properly. Children show good concentration completing puzzles, they use numbers through their play as they regularly count and look at and name different shapes and colours. There are ongoing conversations and opportunities to develop children's language skills. Children are beginning to learn about the wider world through discussions, books and on trips out in the local community, helping children to develop an awareness of each other and the wider world.

Children are beginning to learn about healthy lifestyles as the childminder encourages them to have a healthy attitude towards food. They experience sociable mealtimes and suitable furniture is available to enable them to sit comfortably and enjoy their food. Effective health and hygiene practices ensure children have appropriate facilities to wash their hands as part of their routine through the day. The childminder's recognition of the importance of physical activity contributes to the children's development, for example, they make regular visits to the local park to enjoy running around in the fresh air. Children are learning about staying safe as they take part in regular fire drills. The childminder manages children's behaviour using positive methods appropriate to their level of understanding. Praise and encouragement are also used to enable children to develop confidence and good self-esteem.

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	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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