

Inspection report for early years provision

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Inspection date	30/11/2010
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 younger child in Shoreham by Sea, in West Sussex. The whole ground floor of the childminder's house is used for childminding with toilet facilities upstairs. There is a fully enclosed garden for outside 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 two may be in the early years age range. She also offers care to children aged over five years to 11 years. There is currently one child on roll 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 has a cat as a family pet.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a comfortable and stimulating environment for children. They are able to access a range of developmentally appropriate resources, which support their learning and development. The childminder demonstrates a good understanding of the needs of individual children based on observations and information provided by parents; she has a positive attitude towards promoting inclusion. She maintains most of the required records for the safe and efficient management of the provision. The childminder understands the benefit to the children, and her professional development, of continuous improvement, and uses self-evaluation effectively in order to identify areas to develop.

What steps need to be taken to improve provision further?

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

- develop further the risk assessment for the premises and all outings to ensure that it covers anything with which a child may come into contact
- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

Children's well-being is safeguarded effectively by the childminder. She has a good understanding of the indicators of child abuse and the procedures for reporting concerns. The childminder completes daily and weekly safety checks to ensure that

the children have the freedom to explore and develop skills within a safe and secure environment. She generally maintains risk assessments for the premises and outings undertaken by the children, identifying possible hazards. However, the risk assessment record does not accurately reflect all possible hazards and control measures already in place which help towards keeping children safe in the home and on outings. She has clearly defined procedures for the emergency evacuation of the premises. However, these procedures have not yet been practised to help children understand how to stay safe. This does not affect the care on offer to the children as they are suitably supervised by the childminder. She holds a valid first aid certificate, which enables her to manage accidents appropriately as the need arises.

Children have plenty of space to enable them to move around with ease as they help themselves to a wide range of toys and resources. The play materials are clean and in good condition, which contributes towards the sustainability of the provision. The childminder provides an inclusive setting in which each child is respected as a unique individual. She uses her good knowledge of children's individual interests to prepare the environment. For example, for younger children she sets out interactive toys that are suitable for their age and stage of development. They are able to self-select the resources themselves, encouraging them to make choices and increasing their independence as toys are displayed on the floor or in baskets.

The childminder engages effectively with parents to ensure she is aware of their child's individual needs. Questionnaires completed by parents when children first start at the setting, provide the childminder with extensive information about each child's individual welfare and learning needs. The childminder works closely with parents to ensure the care provided remains consistent and appropriate. She keeps parents well informed of their child's daily activities using daily diaries, learning and development records and observation and assessment documents. A range of written policies and procedures to underpin the childminder's practice are also shared with parents so that they are aware of the service she provides. Written positive comments made by parents demonstrate that parents value the care their children receive and the learning opportunities that are provided and they would have no hesitation in recommending her childminding services to others. 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 fully understands her responsibilities to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities.

The childminder has made a good start in monitoring and evaluating her practice, and identifying areas for improvement. She has completed an online self-evaluation and welcomes parent's views by asking them to complete questionnaire about her service. The childminder is fully committed to building upon her existing good practice for the benefit of the children and their families.

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

Young children have settled very well and have developed a strong sense of belonging in the childminder's home, where they enjoy a warm relationship with the childminder. She knows the children well and carries out observations as they play, in order to identify the next step in their individual learning journey. The childminder takes into consideration children's interests and abilities when planning the range of experiences for the children. She puts great effort in to presenting children's assessment file attractively for parents, using photos and samples of their art work to support her evidence.

Young children enjoy fun play experiences that support their learning and development in each of the six areas of learning. They have lots of opportunities to develop their creative skills as there is a wide range of art and craft activities available. Children enjoy sensory experiences as they touch and feel natural materials such as autumn leaves that they have collected in the park. They are developing skills for the future as interactive toys develop children's understanding of information, technology and communication. Children have plenty of press button toys that they enjoy using as they get instant results such as flashing lights or musical responses. The childminder uses facial expressions and body language well to communicate with them and allows younger children time to respond in their own way. She echoes speech and books are made freely available and children thoroughly enjoy listening to stories and looking at the pictures. The childminder promotes equality and diversity, with a developing range of resources and activities.

The childminder encourages children to understand the benefits of adopting a healthy lifestyle. They get plenty of fresh air and exercise each day by playing in the garden, going for walks or visiting the park. Children are offered a good range of healthy and balanced snacks and drinking water is readily available keeping their bodies healthy and hydrated. They experience sociable mealtimes and suitable furniture is available to enable them to sit comfortably and enjoy their food. The childminder is proactive in teaching children about a range of safety aspects, such as how to keep themselves safe when crossing the roads. She manages children's behaviour using positive methods appropriate to their level of understanding. The childminder is on hand to offer encouragement and support when needed and to give praise for achievements. This supports children in feeling good about themselves and, as a result, develops their self-esteem and confidence.

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	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	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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