

Inspection report for early years provision

Unique reference number	EY333132
Inspection date	04/11/2010
Inspector	Helen.Penticost

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 lives with her husband and their young family in the Poundhill area of Crawley, West Sussex. Minding takes place mainly on the ground floor with toileting, sleeping facilities located on the first floor and there is a fully enclosed garden for outside play. The childminder walks to local schools and takes children to the local park and library. The family has two cats.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than two may be in the early years age group and of these, none may be under one year at any one time. She is currently minding three children in the early years age group. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, cosy and stimulating home environment. The childminder values children's thoughts, contributions and creations and this ensures children's confidence and self-esteem is highly promoted. Children are provided with an extensive range of very stimulating activities and worthwhile experiences which help them to develop and acquire new skills. The childminder fully fosters partnerships with parents, using their knowledge to help her care for and support their children. She is a reflective practitioner, who identifies areas of potential improvements for her provision, which continually develops positive 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 fire evacuation procedures are practised with the children and a log is maintained

The effectiveness of leadership and management of the early years provision

All the necessary records are maintained accurately and policies and procedures are in writing. Parents are given their own copies and sign up to them. Their attention is drawn, in particular, to the safeguarding policy and procedure which clearly informs them of any action the childminder may take if she has concerns

about a child. Risk assessments are recorded and daily safety checks are carried out. Fire safety equipment is in place, however, the childminder does not currently practice fire evacuation procedures with children and subsequently there is no log. The childminder is vigilant in maintaining a current first aid certificate as is required, which ensures that children are cared for appropriately in the event of an accidental injury. As an enthusiastic and well qualified provider, the childminder has continued to work hard and she has undertaken a full written self-evaluation of her practice. She has acted on the recommendation made at her last inspection which has contributed towards her home being safer for children.

The childminder creates a warm and welcoming environment for children, with good quality resources they can readily access. Children are able to use a good range of resources to gain an understanding of their diverse world in an age-appropriate way. They attend toddler groups and undertake outings to local parks and farms as well as National Trust places, which enable them to be part of the local and wider community and ensures children have opportunities to socialise with their peers. Although the childminder has no children who are involved with other agencies or providers at the moment, she has a clear understanding of the need to work closely with them when necessary, as she does with parents, to ensure each child's continuity of care and learning.

High emphasis is placed on partnership with parents and they receive an abundance of information about the setting and have daily verbal and written feedback from the childminder. Their views on the setting are sought and they comment very positively that she 'provides a nurturing learning environment with a broad variety of activities' and that they can 'honestly say that our child has been drenched in love, understanding, knowledge and social awareness being under the childminder's care.' Observation records and assessments of children's individual progress are well established and as the childminder knows the children well she is able to plan for their next steps.

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

Children are very happy and settle quickly in the childminder's care as she places great emphasis upon ensuring they are confident and self assured. The childminder ensures that she gets to know the children and their families well, thus ensuring that their needs are met to a high standard. She spends considerable time with them, talking to them and listening to them. Children compile a journey of their summer using photographs, drawings and memorabilia from outings. The photographic record ensures that children have time to sit and reflect upon their experiences as they recall both their enjoyment and achievements. They enjoy drawing with crayons, using glue sticks and sellotape along with recycled cardboard boxes to create three dimensional masterpieces such as rockets and video recorders. Children delight as they take part in messy play which helps them to express themselves. For example, they use brushes and their hands to print with. They show a highly developed sense of belonging and take an interest in their surroundings whilst interacting closely with the childminder and each other.

Children eagerly anticipate and engage in activities that they enjoy because the childminder finds out what excites and interests them, such as, looking at a book about mechanical machines. Numeracy and literacy is woven into everyday activities so that children are able to use their knowledge in a practical way. Overall, the wide scope of activities indoors and outdoors provide children with an outstanding range of experiences across the six areas of learning.

From a young age, they are encouraged to develop skills that equip children for their future. For example, they learn about where their food comes from through harvesting fruits and vegetables from the family's allotment and then return home to cook their bounty. Skills for the future develop as children learn about technology. They use electronic equipment such as the laptop where they play age appropriate games and the tape player which they operate and listen to a story or songs. Children are happy and have close relationships with the childminder who collects information on their starting points and routines, which helps her to plan a range of learning opportunities. They enjoy a range of nutritious home-cooked snacks and meals which meets their individual dietary requirements. They learn about healthy eating and are encouraged to try new flavours as the childminder introduces different foods. The childminder encourages good hygiene practices such as hand washing before food and after using the toilet. Children learn about acceptable behaviour through discussions and encouragement where they are constantly praised for their achievements. They access fresh air and exercise on a daily basis, for example, as they walk or ride their scooter to school. Children learn about being safe through discussions about road safety where they know they have to look both ways before they cross the road. They are enabled to take risks in safe surrounding, for example as they use scissors to cut out shapes.

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	3
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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met