

Inspection report for early years provision

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| Unique reference number | 155494 |
| Inspection date | 03/02/2011 |
| Inspector | Helen Penticost |

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| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 has been registered since 2001. She lives with her young family in Horsham, West Sussex. The whole house is used for childminding purposes. The house is situated close to local parks and amenities. The childminder is a member of the National Childminding Association (NCMA). She 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, not more than one may be under one year at any one time. She is currently minding one child in this age group. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. She is happy to collect children from local schools and attend toddler groups and places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual welfare needs overall are met well and they make good progress in their learning and development, as the childminder is highly qualified and experienced. An inclusive and welcoming environment ensures children have access to all activities, experiences and opportunities. Partnerships with parents, carers and others are particular strengths of the setting, which ensures a consistent and cohesive approach. The childminder shows a good commitment towards continuous improvement and capacity to improve.

What steps need to be taken to improve provision further?

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

- attend the booked paediatric first aid course
- develop the use of self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- ensure that children's next steps are being clearly identified and used in leading future planning

The effectiveness of leadership and management of the early years provision

Children are safeguarded at all times as the childminder ensures that she maintains the correct contact details should she have any concerns about a child in her care. She undertakes thorough risk assessments for the home environment and outings. A written fire evacuation procedure is in place and is practiced with children, which ensures that they fully understand the process to follow in the event of an emergency. The childminder's first aid certificate has expired;

however, she has not been able to attend further training due to matters beyond her control. All required documentation is well maintained and up to date.

Resources are of good quality and are appropriate for the children in the childminders care. They make good use of the dedicated play space within the conservatory where many of the toys, books and games are well organised to enable children to access independently. The childminder provides an inclusive setting where children access a good range of resources that reflect diversity, race, culture, disability and gender.

The childminder is pro-active in undertaking training to develop her knowledge and understanding of child development. She encouraged parents to share their thoughts on the quality of the care provided for the inspection. The childminder has not undertaken self-evaluation which she appreciates would have a positive outcome on the service that she provides. She is booked to attend a course to fully secure her awareness on the completion of an effective self-evaluation.

Children benefit from exceptionally strong relationships that have been developed between the childminder and their parents or carers. The childminder provides an extremely long term commitment to the families at her setting, which they fully appreciate. They are provided with a wide range of policies and procedures which are implemented to underpin the care of the children. Highly effective systems to support partnerships with other early years setting and services are in place, which ensure that children's individual development and learning needs are effectively met.

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

Children are very happy and well-settled in the welcoming, homely and child-orientated environment. They all confidently enter the home after being collected from school and know the routines and where to put their belongings. Children have a close and loving relationship with the childminder and readily snuggle up on her knee for a cuddle or chat. Children are very well behaved and play well together sharing resources and taking turns. They thoroughly enjoy their role play, for example, they thoroughly enjoy caring for their dogs, making sure that they have their food, water, toys and leads. The layout of the premises and equipment means that children can easily choose from a good range of activities indoors and outdoors. She engages them in conversation about their play so that they can order their thoughts, recall past events from both long and short term memories.

The childminder records their progress by using learning journals where she writes observations alongside photographs. Parents contribute to them through the 'all about me' sections they fill in about their children when they start in the setting, however, next steps in individual areas of learning are not yet fully established based on the observations recorded. The childminder has worked with parents to ensure a smooth transition to pre-school then school. The childminder uses positive techniques to manage behaviour, including lots of praise and

encouragement. As a result, children have a willingness to participate, learn and develop habits to be a positive member of society.

Children benefit from the good opportunities to learn about nature and living things. They watch to see what type of birds come into the garden and are fully aware of appropriate foods in the bird feeders to attract them. Children learn about keeping themselves safe through taking part in regular fire drills and about the dangers of traffic when out for walks and visits. Children enjoy and benefit from the healthy and nutritious snacks and meals the childminder prepares and cooks for them. She talks to them about which foods are healthy and why they need to eat fresh fruit and vegetables. Children's physical skills are enhanced as they play in the garden on the trampoline and in the play park on the climbing equipment.

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

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| 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

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| 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 | 1 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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

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