

## Inspection report for early years provision

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<b>Unique reference number</b>	114677
<b>Inspection date</b>	21/02/2011
<b>Inspector</b>	Kerry Iden
<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 1998. She lives with her two children in the family home in Littlehampton, West Sussex. The whole of the ground floor of the house is used for childminding with bathroom facilities on the first floor. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years, of whom no more than three may be in the early years age group, and of these, no more than one may be under one year at any one time. There are currently nine children on roll, four of whom are in the early years age group and all children attend on a part time basis. The childminder walks to local schools and nearby facilities, such as play areas, and parks. The childminder is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the childminder is committed to the care and well-being of the children. She has developed relationships with parents to support children's individual care needs; although the sharing and promotion of children's learning is not so well established with parents or other settings children attend. The childminder offers the children a secure and generally safe setting in which to play where most documentation is in place to support her childminding. In discussion and with completed feedback from children the childminder is evaluating some aspects of her provision. She has a sound understanding of her own strengths and areas for development demonstrating she does have the ability to raise standards within her own setting.

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

To meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register)
- 07/03/2011

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

- develop further the observations made on children to be systematic to ensure there are no gaps in the children's learning and encourage parents to

- contribute towards the children's learning
- develop the risk assessments further to include assessments of specific outings away from the setting
- develop a two-way flow of information with all other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved .

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

The children within the setting are generally well protected from harm as the childminder has a sound understanding of the correct procedures to follow with any concerns she may have about their well being. Parents are informed of all aspects of the childminder's service through her written permissions and policies, although a procedure for the protection of children is not in place. The children are able to play in a secure setting although some unprotected glass in the garden shed is a hazard to children's safety. Failing to take all reasonable steps to ensure that hazards are kept to a minimum is a breach of a specific welfare requirement. However, to maintain children's safety the childminder ensures good supervision of the children and to support her she has devised records of the risk assessment of her premises. Although this has not yet been extended to include time away from the setting, the childminder risk assesses outings to promote children's safety. Clear systems are in place to confidentially record details of accidents and the administration of medication and the childminder maintains an up to date certificate in paediatric first aid to ensure children's well being.

The childminder has developed her systems since the introduction of the Early Years Foundation Stage to meet with most requirements. She has not yet completed the Ofsted self-evaluation form or designed a system of her own to ensure she evaluates against all areas of her service. Although the childminder does evaluate the day to day activities she does with the children and assess when these need to be moved on or changed to keep children stimulated and happy. Children's views and opinions are valued by the childminder, she asks for these through discussion and the recently introduced feedback sheets which are completed in consultation with their parents. The childminder liaises with other childminders and other professionals and keeps all necessary training up to date; demonstrating she has the drive to keep up to date and ensure some development within her setting.

Children are able to play in a comfortable setting where they are able to make some choices about their play. The childminder considers the needs and interests of the children and makes a selection of resources available to them from those in storage within the conservatory. The childminder rotates resources and activities throughout children's time in the setting to keep them interested in play. Resources are fit for purpose and support all areas of learning. The childminder has a sound knowledge of each child's background and, with ongoing discussion with parents, fully understands the individual needs of each child in her care. Through activities and discussion children gain a positive attitude to value and respect each other and to be inclusive to everyone in play.

The childminder has built a good rapport with parents over the years she has been working with most families and reports on the positive relationships she has with parents. Information about established routines and what parents know about their child is shared initially when they start in the setting and respected by the childminder to ensure continuity for babies and small children. Daily diaries are used for those that want them which gives parents a detailed account of children's care needs. However sharing of information about children's progress towards the early learning goals is not so well established; parents can see the observations recorded on their child but they are not yet invited to contribute towards their child's learning. Relationships with other settings children attend are in their infancy but liaisons are not yet consistently in place to share developmental information in order to support children's progress.

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

Children are settled and happy within the childminder's home. They are developing positive relationships with each other and the childminder. Through different activities, negotiations, discussions and the support of the childminder children of similar age are organising their place within the group. The children show confidence in the setting; they make choices about their play from what is made available to them. Babies are settled and content as they follow their own routines of the day. The childminder offers a balance of joining in with child led play and time to watch from a distance allowing children to develop their play without interruption. Through play, the childminder asks some open ended questions to develop children's thinking. The childminder is recording many observations of all the children in the early years age group and identifying some next steps in their development however, these are not yet systematically evaluated to ensure children are making steady progress in all areas of learning.

Through routines and discussion children understand the need to keep themselves safe. Children explain how they keep themselves safe when away from the setting and demonstrate the correct way to cross the road. Within the setting children are developing their sense of safety; they hear reminders from the childminder about not over taking on the stairs and not to pass objects over the heads of babies. Overall, babies and children demonstrate a sense of security within the home of the childminder; they are relaxed in their play and confident to gain help and support when needed. Children are developing their awareness for good hygienic practices. The childminder encourages children to keep their hankies or tissues to themselves and praises children for covering their mouths when they cough. The childminder employs hygienic practices through routines of the day such as in nappy changing and protecting children's clothing with aprons through messy play. Children are developing their social skills through their meal times, lunches and meals that are provided by parents are mostly eaten at the table to promote good manners or occasionally as a fun picnic, with drinks made available to the children throughout the day.

Children and babies are secure in the setting; they display a sense of belonging and behave well. The childminder values the opinions of all and encourages the children to listen to the ideas and suggestions of others as they negotiate the activities for the day ensuring everyone can make a positive contribution. Through different activities the childminder encourages children's independence and skills in the different areas of learning. They discuss colours and shapes through play dough activities and predict the colours they can make when they mix paints together in art activities. Numbers and colours are part of regular discussion in play as children reinforce their knowledge. Children demonstrate there are confident communicators through discussions and negotiations with their peers and adults, thus securing the skills they require in order to progress in their learning.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure a written statement of procedures to be followed for the protection of children is implemented (Arrangements for Safeguarding Children) 07/03/2011
- take action as specified in the early years section of the report (Suitability and safety of premises and equipment) 01/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified above (Arrangements for safeguarding children; Suitability and safety of premises and equipment). 07/03/2011