

Inspection report for early years provision

Unique reference number	158984
Inspection date	23/02/2011
Inspector	Shan Jones
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 2001. She lives with her husband and four children aged 20, 18, 14 and 9 years old in Coldean area of Brighton, East Sussex. The whole of the ground floor of the house is used for childminding and there is a fully enclosed garden for outside play. The family has a pet dog. The childminder walks to local schools to take and collect children. She attends the local parent/toddler group. The childminder is a member of the NCMA and is also a network childminder.

The childminder is registered to care for a maximum of six children at any one time; of these three may be in the early years age range. She is currently minding six children under five and four children over five before/after school and during the school holidays. Children attend different times of the week. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual learning and development needs are exceptionally well met and their welfare is unmistakably supported by the childminder. The childminder's practice is inclusive in all respects. She is extremely successful at gathering information and sharing records to ensure parents are informed about their children's achievements. The exemplary use of reflective practice and well organised systems for self-evaluation ensure the childminder is accurately able to identify her strengths and weaknesses and effectively support the continuous service of her provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance the links with other provisions, such as schools and pre-school groups delivering the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder's organisation and management of her setting is highly effective and provides an excellent programme of play and learning, to promote children's progress and achievement. A high priority for the childminder is the safeguarding of children. They are effectively safeguarded within the home and when on outings

by the vigilant and well-organised security measures in place. Clear and consistent records and documentation are kept and detailed risk assessments are used to effectively support children's safety. The childminder's thorough understanding of child protection issues and procedures to follow if she has any concerns about a child in her care ensures children are safeguarded very well. Children are supervised extremely well by the childminder and she ensures that they are never left unsupervised with adults who have not been vetted for their suitability.

The childminder is committed to providing quality care and has worked well to maintain the outstanding judgement received at the previous inspection. To support effective leadership and management the childminder recently embarked on quality assurance programme, organised by East Sussex; she continues to reflect and implement new ideas. For example; she aims to continue to evaluate her systems to support children's learning and development to help them move forward. The childminder is proactive and identifies and sources training to fill gaps in her knowledge. She knows this will improve her practice and therefore bring about positive changes for all children. With this in mind, she consistently thinks how to promote inclusion. For example, by attending Makaton training and has now begun to use this with all children as an additional resource to aid and enhance their communication skills with her, and the other children.

She has an excellent understanding of the Early Years Foundation Stage and provides a wide range of exciting play opportunities and activities to ensure that children make excellent progress in all areas of their learning and development. A key strength is that she is able to adapt these activities to ensure that all children are included at a level that suits their needs. Partnership with parents is well established from the start, with emphasis on continuous communication at all times. Parents have a good understanding of what their children are learning and how they can help them at home through the beautifully illustrated home diaries. Seeking the views of parents and carers is very important to the childminder as it enables her to provide the best possible outcomes for all children attending. Parents speak unreservedly about their extreme happiness with the childminder's practice. They wholeheartedly explain how happy they are with the service they receive. In addition children's views are actively sought, comments include; 'I love her she is very smiley isn't she. I like it that she doesn't get cross if I want to make stuff because I sometimes make a mess.' Children who attend other Early Years Foundation Stage providers benefit from excellent continuity of care because the childminder works very closely with the other provider to exchange information about planning and about children's personal development. The childminder is developing these links further to ensure everyone is working together consistently to provide optimum support for the children.

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

The childminder is skilled in recognising children's unique qualities and ensuring the needs of every child are being fully met. They are consistently supported by the childminder which means they make excellent progress as they enjoy

stimulating learning activities. The childminder ensures that regular sensitive observations are undertaken and these are used along with photographs and samples of children's work, to record children's progress. The childminder strives to ensure that children have fun and enjoy all aspects in an environment that is balanced, inviting and that encourages all children to learn from their own experiences. The childminder is warm, caring and devoted and has unique relationships with all the children, this creates a happy atmosphere. Children's work is attractively displayed in the rooms and photographs of children participating in a tremendous range of activities gives children a sense of pride and belonging. They have extremely good opportunities to learn and achieve and are making first-rate progress in all areas of learning and development.

There is an excellent balance of adult-led and child-led activities, outings and experiences. Children thoroughly enjoy going on regular bus trips to different places and having lunch out. The childminder knows when children do not need adult intervention and allow them to learn safely about risk taking. This means children are able to use their imaginations and create innovative play situations as climb under and over the trees in the woodland area. The childminder pays close attention to promoting children's growth and healthy development. She successfully supports children's independence with cleanliness and their awareness of healthy eating. Children have many learning activities linked with foods; food preparation and cooking are included in the play programme. Children have significant opportunities to explore malleable materials such as play dough. The childminder supports the children to make their own, with her skilled support and a pictorial recipe guide children carefully measure out the required ingredients. They have enormous fun as they wet and knead the dough to just the right consistency. From the wealth of media materials on offer children add pink food colouring and red glitter. Children enjoy this activity immensely.

The well-arranged premises and dedicated playroom allow children to develop their independence by safely selecting their own books and toys. Children learn how to keep themselves safe because the childminder places a strong emphasis on this. She positively reminds them of safety issues such as, the importance to the older children of staying within sight, at parks or when visiting places of interest. For journeys in the car the childminder always make ensures children are restrained in child seats appropriate to their age and weight and that meet quality safety requirements. Children regularly practise the procedures for evacuating the premises in an emergency and activities linked to safety further reinforce their understanding in a meaningful way. All children gain an excellent awareness of our diverse society because they use a very wide range of toys that reflect other cultures and people with disabilities. Children begin to understand that others are less fortunate than themselves because they become involved in fund raising events. They have lively discussions with the childminder regarding her sponsorship of a child in Bangladesh. This enables children to gain an insight into the rich and diverse lives of others. The children behave extremely well in the setting as they are happy and fully engaged. The childminder is an excellent role model, interacting calmly and affectionately with the children in her care. She promotes positive behaviour through praise and reinforcing good manners.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----