

Inspection report for early years provision

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Inspection date	01/03/2011
Inspector	Teresa Elkington
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.

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Description of the childminding

The childminder was registered in 2006. She is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She lives with her husband and three children aged eight, five, and three years in Crawley, West Sussex. The ground floor of the premises is used for childminding, where children have access to a designated playroom dining/kitchen area and lounge, toilet facilities are located on the first floor. There is a fully enclosed garden for outside play. The childminder is close to public transport, schools, shops, parks and other amenities. The family has a dog and two hamsters.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for three children in the early age group on a part-time basis. She is also registered to provide overnight care for one child aged four to eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers children a welcoming, inclusive and highly stimulating environment, where the uniqueness of each child is valued at all times. She shows a good understanding of children's individual interests and needs, and has adopted clear systems to support their welfare needs. Generally children's learning and development is supported. The childminder works with an understanding of the need for effective partnerships with parents and other settings to ensure a consistent approach. The childminder has a positive attitude in respect of her professional development and works hard to enhance her current practices through ongoing self-evaluation, demonstrating her capacity to maintain continuous improvement for the service that she provides.

What steps need to be taken to improve provision further?

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

- develop observation systems in order that children's next steps are being clearly identified and used in leading future planning
- maintain a regular two-way flow of information, knowledge and expertise with other Early Years Foundation Stage settings that children attend, to help support and extend children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her role in safeguarding children and is aware of the appropriate procedures to put into practice when necessary, which ensures that children are kept safe from harm. Written risk assessments are in place to ensure the continued safety of the children through all aspects of care both in and outside of the home. All of the required documentation is in place and well maintained, shared with parents and accessible with consideration given to ensure confidentiality. A fire evacuation procedure has been adopted, which is practised by the children at regular intervals to ensure they fully understand how to proceed if an emergency occurred.

The childminder is proactive in developing her provision and driving improvement. For example, recommendations raised at the last inspection have been fully considered and implemented. She actively seeks training courses to secure her understanding and to support the best outcomes for children. Space is well organised to allow children to move freely within the identified areas available for their use. They have access to a wealth of good quality play resources which are supportive of their age and stages of development, encouraging children to be active and inquisitive learners. The childminder provides an inclusive and welcoming environment for all children and their families. She has an acute awareness of children's individual needs and works hard to plan appropriate activities and play experiences to nurture and develop each child's individual growing needs.

The childminder fosters good relationships with parents. Comprehensive policies and procedures are provided for parents, which provide a clear and understandable insight to the operations of the service and the roles and responsibilities of the childminder. Clear communication systems ensure that parents are fully informed as to their children's welfare and their ongoing development, for example, through the use of a daily diary, verbal feedback and regular discussion and input into learning profiles. A cohesive approach to learning with other early years provisions that the children attend has not been developed as no systems are in place to ensure an equal partnership to children's progress in their learning.

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

The children benefit from a warm, caring, family environment which values their individuality and encourages their independence and self-confidence. Children enjoy taking part in a good range of play and learning experiences and benefit from a good balance of child-initiated and adult-led play. The childminder makes relevant observations of the children's progress and links them to the six different areas of learning. She uses her assessments to identify the next steps that each child needs to take in order to make continuous progress; however, these are not

used effectively in leading future planning. Observational records are openly shared with children's parents and carers and are used to inform discussions about their progress to date.

High emphasis is placed on children's health and well-being, which helps them to adopt and understand the importance of a healthy lifestyle. Children learn good personal hygiene through gentle reminders to wash hands and from posters displayed around the home. The childminder provides foods in consultation with parents. Children enjoy a range of wholesome, freshly prepared meals, which takes into account children's individual dietary requirements. Drinking water is accessible to children at all times, which allows them to spontaneously respond to their bodily needs. Children's awareness of their own safety is very well fostered. They show a good understanding of the need to tidy away toys so that play space does not become overly cluttered. They participate in regularly fire drills, and abide by strict safety rules when out and about.

Children are very well behaved. They receive ongoing praise and encouragement from the childminder which promotes their self-esteem. They are helped to learn the importance of sharing and playing harmoniously through the clear boundaries that are in place. The childminder ensures that children appreciate diversity and develop a positive view of their own traditions and their wider world through a range of resources, activities and ongoing discussions. The ethos provided by the childminder enables positive outcomes for all children and ensures that they are well supported in their early development in acquiring skills for the future.

Children show positive attitudes in all that they do which enables them to be full participants in their play. They show delight as they play together during role play activities and willingly take the lead in play situations. For example, they initiate the making of dens with blankets, which provide cosy corners for them to talk with each other, share books and enjoy play with the dolls that they are tending to. Their creative flairs are stimulated as they use a range of mediums to create pictures and develop their use of small muscles as they use a range of small tools. They enjoy cooking activities which are well supported and organised by the childminder allowing them to weigh out and mix their own individual ingredients, raising their awareness of change and the use of weights and measures. Exploration of programmable toys and the use of computers help children to develop their use of technological 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

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	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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