

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	Kerry Iden
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 has been registered since 1994. She lives with her husband and two of their children in the family home in the South Bersted area of Bognor Regis. The childminder uses all areas of the ground floor for childminding. There is a fully enclosed garden to the rear of the property.

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 four children on roll, three of whom are in the early years age group and most children attend on a part time basis. The childminder walks or drives to local schools, pre-schools and nearby facilities, such as play areas, parks and the library and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and making good progress towards the early learning goals. They learn through play as the childminder promotes a child led environment where most routines secure their learning. The childminder has a good understanding of how she can support individual children and their families. Her childminding is secure and she has adapted to the changing requirements of the Early Years Foundation Stage with most documentation in place to support her. She evaluates some aspects of her provision such as the activities and experiences she provides for children along with her own professional training; therefore she has the capacity to continually improve her practice and raise standards for children

What steps need to be taken to improve provision further?

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

- obtain and maintain a paediatric first aid qualification (Safeguarding and promoting children's welfare) (also applies to the compulsory and voluntary parts of the Childcare Register) 30/04/2011
- Ensure risk assessments are reviewed at least yearly and by whom they have been checked (Suitable premises, environment and equipment) 14/04/2011

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

- develop further children's understanding of following good hygiene practices through all routine times of the day

The effectiveness of leadership and management of the early years provision

Children are able to play and learn in a secure environment where the childminder has taken considered steps to ensure children's safety. The childminder completes some daily tick lists of areas that she checks in her home and has previously completed risk assessments although these have not been reviewed in line with the requirements of the Early Years Foundation Stage. The childminder has previously completed child protection training and has a secure knowledge of her responsibility in this area and works with the parents to safeguard children. The childminder maintains all documentation confidentially and has clear procedures for the recording of all accidents and medication administered. Although previously completed first aid training the childminder does not have a current paediatric first aid certificate at the time of the inspection.

The childminder has not completed the Ofsted self-evaluation form or completed alternatives of her own. However, through some action plans and the identification of some training, she demonstrates that she has the capacity to drive some improvement within her setting. The childminder also evaluates the organisation of the day and the activities for children, ensuring they are ever changing to keep children stimulated and happy. The childminder has adapted to the changes of the Early Years Foundation Stage and is implementing new procedures such as the sharing of information with other early years providers.

The children have access to the ground floor of the childminder's home where they use the lounge mostly for floor play with space available in the garden for outside play. The childminder makes use of facilities away from her setting to continue to offer children different environments; for example, helping out at the allotment or the stables. The childminder uses her play plans to identify different resources to support children's learning from those stored within the setting. The children have independent access to some resources from those made available by the childminder and these are rotated through the day. Resources within the setting reflect the ages of the children attending and give them appropriate challenge to achieve progress in their learning.

The childminder is gaining a good understanding of children's individual needs through initial and ongoing discussion with parents. She works with each family to support those where English is an additional language or those where children have special educational needs. Through resources and some activities within the setting she offers children the opportunity to gain an awareness of others around them. The childminder adapts activities to allow different aged children to work alongside each other and both achieve.

Through the childminder's commitment to partnership working with parents she has developed clear lines of communication. Parents have access to a portfolio of

information about the setting when they start; this gives them all the details and information through the policies in place. The progress children are making towards the early learning goals is shared with parents as they regularly contribute their ideas of children's likes and achievements. Newsletters from the childminder inform the parents of forthcoming activities so they can be involved in their child's learning. This partnership is being successfully extended to other early years settings children attend through a communication book shared between both settings and the parents to offer an holistic approach to children's learning.

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

Children are settled within the provision and are making good progress towards the early learning goals. They are developing their relationships with others as they become confident with their peers and interact warmly with the childminder who responds to their requests. Children play well on their own and those from different backgrounds and cultures work and play in harmony. The childminder adapts activities allowing all children to become involved, for example, through some musical instruments children and babies are able to participate together using equipment they can hold and shake. Older children are encouraged to develop their understanding of the difference in tempo and sound. To monitor children's progress towards the early learning goals the childminder uses the observations she makes on the children to identify next steps for their development. This information is then used as the childminder organises weekly play plans where she focuses on individual children each day.

Children are starting to develop a sense of belonging in the setting and through discussion, are developing an awareness of how to keep themselves safe. This is extended to times away from the setting as the childminder supports children's understanding of road safety. The childminder uses appropriate safety aids to ensure children's safety within the setting. Children's meals are provided by parents and served by the childminder where children are encouraged to develop their independence in becoming self feeders as they explore and enjoy their food. However, the childminder is not using regular routines through the day to promote good hygiene procedures to children. The childminder promotes fresh air and outdoor play and children have the opportunity to take part in different activities. For example through regular trips to the horse's stables, helping at the childminder's allotment or playing at the park.

The childminder utilises opportunities to reinforce and extend children's knowledge of numbers and colours through everyday activities. For example, through the identification of different coloured bricks as children use small and large building blocks in play. This is extended outside as children colour match the quoits to the matching poles in the garden. Children's communication and language development is progressing well. The childminder supports babies as she responds to their sounds and babbles and is supporting the development of English for others. Children take initiative and make their decisions about their play. They are able to work well independently and show they can cooperate with others allowing

everyone to make appositive contribution.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
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	2
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	3
The extent to which children adopt healthy lifestyles	3
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:

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:

- take action as specified in the Early years section of the report (Qualification and training) 30/04/2011

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 in the Early years section of the report (Qualification and training) 30/04/2011