

Inspection report for early years provision

Unique reference number	EY287165
Inspection date	15/03/2011
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).

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 2004. She lives with her husband and two children in East Sussex. The whole of the ground floor of the property is used for childminding. Children have access to an enclosed outdoor play area.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is able to offer overnight care to one child. There are currently seven children on roll, of whom six are in the early years age group. She also offers care to children aged over five years to 11 years. Children attend different times of the week.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from local schools. She also attends parent and toddler groups. The family has three cats. 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 good.

Children are cared for in an inclusive environment where the uniqueness of each child is fully recognised and met. The childminder is effectively organised, and provides consistent support for children's care and welfare needs. She is well organised in her planning and provision of activities, and children make good progress with their learning. She forges exceptionally close partnerships with parents to ensure children receive consistent, good quality care. The childminder is able to successfully recognise her own strengths and areas for development, and considers how she will continue to improve her practices.

What steps need to be taken to improve provision further?

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

- develop the use of visual aids within the setting to further support children with their communication and understanding .

The effectiveness of leadership and management of the early years provision

The childminder has a thorough knowledge of child protection issues, which is well supported by detailed written information, enhancing her ability to safeguard children. She promotes children's safety to a very high standard by regularly

assessing and minimising potential hazards on her premises and for all outings. All regulatory requirements are in place and followed meticulously. The childminder ensures that parents receive full information about the steps she takes to promote children's health and safety. For instance, she provides very clear information about how she minimises health risks associated with animals. She carefully maintains all the documentation required to support children's welfare. The childminder reviews and evaluates all aspects of her childminding service. She updates her professional childcare training, using the knowledge and skills she gains to develop even further the good quality service she provides.

Flexible daily routines allow children to experience a varied range of activities both in the home and outdoors. The childminder makes good use of the local environment and amenities as a learning resource for children, and she has a range of resources which support children's learning and development in all areas. The childminder is fully aware of the importance of meeting children's individual needs. She selects toys and play resources that present non-stereotypical images and positive role models to all children as well as being supportive of children's individual ethnicity. Children have good opportunities to celebrate and share aspects of their own cultures and those of other people.

High quality written information is offered to parents and they are encouraged to share what they know about their child, which supports planning of activities and learning experiences. A colourful record of children's achievements containing photographs and samples of children's work provides parents with a lasting memento as well as an accurate account of their child's progress. Parents feel very confident to express their views verbally as well as through parental questionnaires, which are well received and the feedback from them is valued and acted upon by the childminder. Links with other providers are effective and promote the integration of care.

The childminder makes good use of reflective practice within her provision. She consistently appraises her range of activities for their supportive value, and takes care to plan and prepare the learning environment. She has a clear and consistent approach to self-evaluation, and shows a confident approach to improvement. She has also successfully completed the Ofsted self-evaluation document, which she uses to support development and to guide her future practice.

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

Children are able to learn at their own level and pace and their progress towards the early learning goals is good. The childminder plans a range of interesting and stimulating activities based on individual children's interests and developmental stages, which cover all areas of learning. She is also highly supportive and encouraging when directing play, and asks many good questions; to stimulate children's thinking and help them actively learn and solve problems. The childminder shows a good awareness of the need to support individual children's development, and makes frequent notes on children's achievements and responses

to activities. The childminder also keeps clear assessment records and successfully follows children's progress through the learning stages. This effectively identifies and promotes their next steps in learning.

The childminder builds on children's experiences through actively being involved in their play and learning. For example, children thoroughly enjoy playing with the play dough as they roll, squeeze and mould the dough to make their models. Children are enthusiastic about books and develop a love of literature through taking part in stories. The childminder has created for the children a range of 'Story Sacks' based on popular books. Children delight in using the finger puppets as they re-enact the story of the 'The Three Little Pigs'. Support is also given to developing children's pre-writing skills as they have access to mark making resources and develop their fine motor skills through a range of activities. However, visual aids displayed within the learning environment are less evident to further promote children's recognition of simple words.

Children learn to keep themselves safe because the childminder makes unsuitable items inaccessible and establishes excellent safety routines. All children, including toddlers, learn how to behave safely in the garden, including how to use the various climbing apparatus. The childminder's close support protects them while they master skills and develop an awareness of their own abilities. Regular fire drill practices further contribute to children developing an awareness of how to keep themselves safe. Children enjoy a healthy lifestyle; they benefit from a well-arranged environment that enables them to spend a lot of time playing outside. They enjoy a clean and welcoming environment where they learn the importance of good personal hygiene routines to minimise the risk of cross infection. The childminder understands how to manage children's behaviour appropriately. For example, she praises their achievement to promote self-esteem and confidence. She recognises the importance of having a consistent approach and works closely with parents in order to achieve this.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
------------------------------------------------------------------	---

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	1
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

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