

Inspection report for early years provision

Unique reference number	114759
Inspection date	17/03/2011
Inspector	Christine Clint
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 registered in 1991. She lives with her partner and one adult child in a residential area of Middleton-on-Sea, West Sussex. Children remain on the ground floor only and play in the kitchen and adjoining playroom; there is access to a ground floor toilet. There is a large 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. She may provide care for a maximum of six children at any one time; of these, three may be in the early years age range. The childminder is currently minding 11 children; eight children are in the early years age range, including three children who attend full time school. The childminder walks to local schools and pre-schools to take and collect children. She supports children with learning difficulties and/or disabilities. The childminder has a level three National Vocational Qualification in childcare and early years education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder provides dedicated care and very continual opportunities for learning through play; she has created a fully child-centred environment to include all areas of learning. The childminder shows a confident and focussed understanding of child development and of assessing most risks to promote and maintain children's welfare. The childminder has comprehensively developed all areas of her provision to meet the Early Years Foundation Stage, with substantial and detailed systems to show children's individual achievements and next steps in learning. She has also proactively included a thorough self evaluation of her provision and assessed her own level of quality and ongoing learning.

What steps need to be taken to improve provision further?

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

- make necessary adjustments to secure the unsteady step in the kitchen to ensure this is safe for children

The effectiveness of leadership and management of the early years provision

The childminder shows clear skills of organisation and a committed approach to providing dedicated care and driving improvement. She has followed the recommendations from the last inspection and increased the range of policies and procedures to include a procedure for complaints, which ensures that parents are

informed about raising any concerns. Parents now have copies of all procedures and this fully promotes their understanding of the regulations. The childminder has recently attended training about recording risks and hazards and this has enabled her to show clearly how she is managing the ongoing building work in the garden. Children are well protected at all times because the childminder supervises them constantly, she has covered all uneven surfaces in the area close to the house and used fluorescent tape to secure the covered surfaces. She has also supported loose neighbouring fence panels with heavy logs and she always monitors children in this area to ensure they do not play close to the fenced area. Children do have a large garden for outside play and all play equipment is placed away from any hazards. The childminder has shared current information with Ofsted about the extension to the house. She has updated the risks and hazards to show how children's safety is managed within the home and on outing, although the childminder has not referred to the unsteady step on the kitchen floor. This is part of the ongoing improvements to the kitchen floor, which is due to be levelled; however, this could currently present a tripping hazard to children or parents.

The childminder fully understands her responsibility to safeguard children and protect them at all times; she has completed clearances on all adults within the home and she is entirely aware of the procedures for referring any concerns about children's welfare. She has all documentation in place to meet the regulations and this is kept up-to-date. The childminder's home is well equipped for fire safety with several exits on the ground floor, she has a fire plan and has practised and recorded fire drills regularly to ensure that children learn about managing their own safety. Children's first aid needs are fully included and clear records of accidents are in place and parents are informed. The childminder has also established detailed records of any medication administered; she closely follows the regulations to ensure individual children's health and medical needs are purposefully managed.

The childminder has very comprehensive systems to show how children's development and progress is individually planned, encouraged and recorded. She provides dedicated care and opportunities for learning throughout all play activities. She has created a very child-focused environment to ensure that children have plenty to interest and support their play; children show that they are settled and very happy in the home and in the childminder's care. They use all the well-equipped areas in the kitchen and adjoining play room freely, and there is ample information displayed for children and parents. Children now have their own named coat pegs, they have indoor sand and water play in colder weather and easy access to painting and drawing resources. Children use a small table in the kitchen for all messy play activities. The childminder has increased opportunities for children to become familiar with numbers and letters, as these are used and displayed throughout the home and in the garden; the childminder has numbered the trees to use in games. She motivates play and suggests ideas, including story telling and singing to encourage children's involvement with each other.

The childminder includes resources to reflect diversity and she provides posters, musical instruments, dressing up-clothes and various foods from other cultures, this encourages children to experience and learn about differences in the community around them. She enables children to select play equipment regardless

of gender and encourages all children to accept each other's play ideas. She obtains individual details from parents through questionnaires which are regularly updated and this provides her with ongoing information to promote and encourage children's progress and learning. The childminder shows a clear understanding of the characteristics of the children in her care and she uses this information throughout their play to enhance their development. The childminder has experience of supporting children with special learning and development needs and she has worked with parents to provide sound care to meet those needs.

The childminder has established very strong and committed partnerships with parents and carers. She has a wealth of information displayed for parents when they enter the kitchen and this includes daily or weekly planning for activities on a white board; she adds information about special events or items needed. There are ample photographs for parents to see examples of the activities that children take part in. Parents have very regular access to children's learning records and contribute to these frequently. They complete questionnaires for the childminder every school term and this information is invaluable to the childminder; as it helps in altering routines or adapting play to meet individual needs. For example, displaying the books for children or enabling them to reach the aprons. There are strong professional links with the local pre-school and the childminder shares relevant information about children's ongoing activities and progress. She develops ideas for play to follow on from activities that children have enjoyed at pre-school and she responds to shared information about providing quieter areas for after school care and opportunities for doing homework. The childminder has experience and shows a committed attitude to managing the behaviour of children with special needs and linking with professional support and guidance. The childminder has provided a comprehensive self evaluation which covers all areas of the provision and she has accurately used the evidence recorded to assess her own level of quality and her ongoing improvement.

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

Younger children eagerly paint at the low table with concentration and confident ability, which shows that they are used to taking part in creative activities. They mix the colours and print with shapes, they show interest in feeling and mixing the paint with their hands and using fingers to make marks on the paper; they know how to print with their hands as well. The childminder adds their names and this confirms that marks have meaning and children will know which painting to take home. Children choose to wear hard hats throughout their play and they try to put these on each other at times; they show increasing skills of independence in dressing and putting on shoes. They are learning how to manage zips on coats and show an interest in how items fit together. Children are praised for their increased skills of personal care and for making decisions and managing alone when using the toilet. Children show a very capable understanding of washing their hands and cleaning off all the paint, and they recognise when their sleeves and socks are wet after playing with water. They communicate very well with the childminder and they are sharing ideas and inspiration with each other, asking to go outside and

becoming excited at the prospect of more movement and space. They are reminded to be careful when negotiating the area of the house being extended and they show they are very happy to remain on the grass, balancing and bouncing on the small trampoline or riding scooters and running between the trees. They manoeuvre well and use their legs to push themselves along, learning to steer the scooters, they follow each other and tumble at times. They enjoy being chased by the childminder and try to take their scooters into the small playhouse.

Children happily come inside for snacks, they are beginning to understand when they feel cold and show an interest in getting warm and eating and drinking. They sit together at the low table and use wipes for their hands to promote their awareness of hygiene after outside play. They are learning to name fruits and talk about eating oranges. Children have very healthy food that parents provide or the childminder gives them fruit; which today is pears. Children have plastic knives and practise with competence to slice the soft pear. They manage very well and talk about the pear being juicy and hard to hold when they cut it. They make excellent progress with cutting and the childminder supervises well, suggesting how to hold and press the knife. Children ask each other what the pear feels like and they say 'juicy'.

Children show they are entirely relaxed and comfortable in the childminder's home and they are eager to follow regular routines because these provide security and enhance children's well being. They know where to find books and which ones they like, they choose together and sit cosily with the childminder to read and look at pictures. Children are very settled and show increasing skills of listening and concentrating. The childminder asks them to identify the big billy goat and the middle sized and small billy goats; she uses different voice levels to match the size. Children know the story and know what happens, but still enjoy and listen avidly. They recognise birds in the pictures and the childminder asks them 'who is hiding?' Children are eager to ask questions and the childminder explains as she tells the story. They read more stories and have opportunities for counting; children show that they are accomplished at counting in low numbers and recognising more than one in quantity.

Children return to more active play and they help to pull out the sand trough in the kitchen; they feel the texture of the sand and flatten this with their hands and talk about digging for treasure. They use the shovels and spoons to fill up containers and carefully tip these over to make castles. The childminder suggests having flags on the top and they find straws to act as flags and they have a different coloured straw each. Children are learning about playing safely and not throwing the sand at each other, the childminder reminds them how much it hurt when this happened before. They show excitement when the childminder suggests making ponds and adding water, they systematically make dips in the sand and pour the water themselves, watching and talking about where the water goes. The childminder encourages them to see and feel the sand and notice the difference; the wet sand enables children to see the glitter more clearly and they can also feel the different texture. They practise making more shapes and squeezing the sand together, patting it down and talking about making pancakes. Children help to clear up using brooms and brushes; they sweep the sand fully understanding their responsibility

and showing the beginnings of team work and a positive attitude. The childminder encourages them to feel proud by rewarding children with stickers. Children move freely and negotiate the slight hazard of the loose kitchen floor step, they show they are practised at managing.

The childminder introduces a singing session with musical instruments and children know and remember the words to 'the wheels on the bus'; they recognise immediately if the childminder sings different words to the words they have already learned and they emphatically state this. They sing several songs loudly and with enthusiasm, singing together and make musical sounds and rhythm. Children then begin to follow their own ideas about role play, wanting to become knights and riding horses. The childminder moves with their ideas and helps them to find the resources they need, she encourages sharing and taking turns, she provides a wealth of resources and play activities to stimulate and offer imaginative experiences, all of which entertain and occupy children's thinking and provide them with inspiration.

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
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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

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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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