

## Inspection report for early years provision

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<b>Unique reference number</b>	EY341080
<b>Inspection date</b>	14/03/2011
<b>Inspector</b>	Rosemary Musgrove
<b>Type of setting</b>	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 was registered in 2007. She lives with her husband and three school aged children in the Durrington area of Worthing, West Sussex. This provision is registered by Ofsted on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may be cared for at any one time. There are currently four children on roll, all of whom are in the early years age group. She also provides care for older children. The whole of the childminder's house is used for childminding and there is an enclosed garden for outside play. The family has a cat and two guinea pigs.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder has a good understanding of each child's needs and effectively supports their welfare and learning requirements. Children enjoy their activities, have fun and make good progress in most areas of their learning and development. Effective arrangements ensure that overall, children are safe and secure in the childminder's home. Good working relationships with parents and carers support the continuity of the children's care and learning. The childminder evaluates her practice and since her last inspection has made a number of positive changes demonstrating her capacity to improve.

## **What steps need to be taken to improve provision further?**

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

- carry out regular evacuation drills and record the details in a fire log book
- provide more opportunities for children to use information and communication technology to support their learning.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good knowledge and understanding of safeguarding. She knows how to recognise, record and report any concerns; this means children are well protected. She has the required procedures for the safe and efficient running of the early years provision. Good quality risk assessments show how the childminder keeps children safe in her home. The childminder has a current first aid qualification and keeps clear accident and medication records.

The well-organised learning environment is a strength of the provision. The

playroom is full of clearly labelled, stimulating resources that are accessible to the children and suitable for their developmental stage. They select their preferred toys independently, for example, construction materials or a large fire engine. This means they spend their time purposefully and find out about the six areas of learning. The childminder encourages children to sort materials that can be recycled.

The childminder strives to provide a service that is inclusive for all children. She has experience of caring for children with special educational needs and/or disabilities. As a consequence, if children need additional support she can provide a suitable learning programme in partnership with parents and other agencies. Children learn about the diverse world in which they live through browsing books from other countries and by playing with resources that reflect diversity, such as small world figures and dolls. Children celebrate different festive occasions and these include Chinese New Year, Easter and Shrove Tuesday.

The childminder has established good relationships with parents and carers. Before a child starts, she collects a range of information; such as daily routines and how the children communicate. Parents visit her home and receive a copy of the policies, so they are well informed. The childminder shares learning journals with the parents to keep them informed of the progress and achievements of their children. Written feedback indicates that parents are happy with the provision. They comment on the home from home environment, the wide variety of activities, good handover at the end of the day and the childminder's professional approach to her service. The childminder is aware of the importance of working in partnership with other providers and liaises with childminders and nurseries. This exchange and sharing of information helps to provide consistency and cohesion for the children.

The childminder is enthusiastic about her childcare provision. Following her last inspection, she has made a number of improvements. For example, she has installed additional smoke detectors in her home and has improved her range of resources and activities that help children to learn about diversity. Her self-evaluation shows she has a good understanding of her strengths and ideas for future developments and continued improvement.

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

The childminder has a good knowledge of the learning and development and welfare requirements of the Early Years Foundation Stage framework. She has a positive, calm attitude with the children; this means they are happy and settled. Learning journals are a strength and show that children make good progress in the areas of learning. The childminder effectively uses observations and highlights developmental stages to record what children can do and to plan their next steps. Children are keen to develop their communication skills because the childminder acknowledges their attempts and this means they vocalise and imitate her language. They learn about the language of books and select stories they would

like to browse with the childminder. Her good interaction encourages children to talk about the pictures and to ask questions. Children have plenty of opportunities to learn about numbers and mathematical language through daily activities, for example, they count four trains on the railway track. The childminder's good interaction helps children to learn about positional language and the language of size. Young children enjoy a range of creative activities and these include painting, role play and exploring musical instruments. Children find out about the world in which they live when they handle farm animals and pick fruit at a local farm.

Children show they feel safe and secure at the childminder's. They are confident to leave her side and explore their surroundings. They spend time looking at the resources and then choose their favourites, for example, small vehicles or books. The childminder spends time praising the children and this helps them to develop a positive self-esteem. When children visit other groups, they begin to develop important social skills as they play alongside other children and learn to share resources.

Children enjoy their play in a safe and secure environment. The childminder has a number of safety precautions and procedures in place, such as guidance to follow if a child is missing or uncollected. During role play activities, children learn what to do in the event of an emergency; however, they do not practise how to evacuate the building. Safety equipment includes cupboard locks and a fire blanket. Supervision is good and the organisation of resources and play areas mean that children begin to make their own decisions. The childminder teaches children to keep safe, for example, she reminds them about the small step leading from the play room and helps them learn about road safety awareness. The childminder has written permission for routine trips and her good quality risk assessments indicate that children are safe on outings.

Children begin to learn about healthy routines. They help themselves to a tissue and blow their nose and wash and dry their hands before eating their food. They enjoy healthy snacks, for example, raisins. Children learn to take care of their own needs and frequently help themselves to a drink when they are thirsty. They engage in a good range of physical activities. In the local park, they enjoy the swings and slides and develop their large coordination skills on the wheeled vehicles and mini trampoline in the childminder's garden. Children enjoy exploring a soft play area at a local group. There are opportunities to develop their small motor skills, such as jigsaw puzzles and constructing a railway track.

Children make good progress in their communication and numeracy skills; however, there are limited opportunities for them to use information and communication technology to support their learning. Children are developing their skills for the future and are becoming active and curious learners. They learn to play alongside other children when they visit local toddler groups. Children find out about the community when they go shopping and choose their books at the library.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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