

Inspection report for early years provision

Unique reference number	EY347436
Inspection date	24/03/2011
Inspector	Fler Wright

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 2007 and works with her husband who is also a registered childminder in Portslade, East Sussex with their three children aged five years, two years and under one year. The ground floor of the house is used for childminding with toilet and sleeping facilities upstairs. There is a rear garden available for outside play. The family have no pets.

On her own the childminder is registered to care for three children under eight years of age of whom no more than one may be in the early years age range. When working with her co-childminder they may care for a maximum of nine children under eight years, of whom no more than four may be in the early years age range. When working with her co-childminder and their assistant, they may care for a maximum of 15 children, seven of whom may be in the early years age range, and of these, two may be under one year. Currently there are 15 children on roll, nine of whom are aged under 5 years. One child attends full time, and all other children attend on a part time basis. She also offers care to children aged over five years and is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Both childminders have equal responsibility for the childminding practice, and they also work with an assistant three days a week.

The childminder does regular school pick-ups and takes children on a variety of outings. She helps to run a toddler group once a week.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder and her co-worker offer a tranquil family-orientated environment for all children. She is friendly and approachable and the child-centred environment and resources available help to ensure children greatly enjoy the time they spend at the setting. She makes regular observations of their play and knows each child well, helping to ensure the children in attendance continue to blossom and their individual needs and abilities are well catered for. The assessment process in place is effective although it is informal. The childminder is dedicated to her role in caring for young children, and is keen to improve her practice further and develop the ways she evaluates her setting. She has attended a variety of training and most of her certificates are up to date. She demonstrates a sound capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure current first aid training approved by the local authority is maintained at all times (Suitable People) also applies to both parts of the Childcare Register

25/03/2011

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

- develop further the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- develop the arrangements for periodically assessing young children to ascertain their achievements and help plan for the next steps in their learning.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding and the signs and symptoms of abuse and has attended training in this area. The risk assessment is thorough and the home environment is safe, helping to ensure children are kept free from harm. All adults living and working on the premises are suitably vetted and the childminder ensures her assistant is fully aware of the ways she runs her childminding business helping to ensure continuity for all children. The childminder's paediatric first aid certificate has expired which is a breach of requirement, although she is currently attending a course which is due for completion very soon. The adults she works with both have an up to date first aid qualification meaning there is no impact on the minded children as there is a qualified first-aider present at all times.

The setting meets children's needs well. The childminder cares for children with her husband, who is also a registered childminder, and an assistant. They care for many young children, and have the regular routines such as meal times and getting ready for outings well organised to ensure children's individual requirements are met, and the environment is calm and relaxed as a result. The childminder and her co-worker have regular informal discussions about the ways they can improve their business and have ideas planned for the future, such as the introduction of a key person system. The improvements made since the last inspection have had a positive impact on the children in attendance. The childminder is dedicated to improving her knowledge of early years, and has booked herself onto a variety of courses to help improve the outcomes for children. The observations she makes of the children inform the planning well to ensure their individual needs, interests and abilities are well catered for. The assessment process is effective although not always systematic, but the childminder and her co-worker know children very well and their knowledge is passed on to parents informally daily and on the monthly 'Wow' sheets.

Children have access to a child-centred environment and the age-appropriate equipment available is in good condition, interests the children, and is accessible to enable free choice. An inclusive environment is promoted for all. The childminder

liaises regularly with reception classes and has access to their planning, helping to ensure that she is able to extend children's learning further whilst they are with her. She has a strong relationship with parents, who are very happy with the care provided. They state that they are happy with the standard of communication, and the fact that learning supports different backgrounds, cultures and beliefs. Parents comment that the childminder and her co-worker are kind, nurturing, responsible and caring. The childminder completes a daily sheet for all young children, detailing every aspect of the care and learning each child receives that is personal to each of them. They are also emailed monthly the observations that are made of their children, as well as a summary 'Wow' sheet which details what their children have enjoyed over the past month, and includes photographs. This helps to ensure parents are kept very well informed of the care given to their child and how they have enjoyed the activities and experiences available to them.

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

Children greatly enjoy the time they spend at the childminder's. They show high levels of independence and know routines well. The childminder is warm and friendly and has formed close bonds with the children in her care. Children are able to learn about how to keep themselves safe when they are with the childminder as she talks to them about road safety or how to stay safe on the steps in the garden. The main play area is a safe environment for children to play in and they are well supervised. She makes good and effective use of the space available. The homely, child-centred environment contains a good range of age-appropriate equipment that children are able to access freely. Children's artwork is placed in prominent positions around the play space, helping them to develop an important sense of belonging and feel proud of their achievements. There is a good range of activities and resources on offer to promote equality and diversity, helping children to learn about different religions and individuality. Children also enjoy celebrating festivals such as the Mardi Gras by making eye masks and dancing to Salsa music, helping them to learn in a fun way about different cultures and the wider world.

The childminder ensures children are able to continually make their own choices about what they play with or what they become involved in. The atmosphere is very calm and relaxed, and children contently move around the experiences available to them at their own pace. Children behave well and are praised regularly, helping to ensure they develop good self-esteem from an early age. They enjoy a variety of meals that are freshly prepared by the childminder's husband who is a trained chef. Varying menus help to ensure children have access to a variety of cultural tastes such as Mexican or Indian food. Meal times are a sociable occasion, as all of the children sit together and even young children are very used to the routine, and eat well. Much time is spent in the garden and on outings to exciting venues such as a local nature reserve so children have frequent opportunities for physical exercise and fresh air.

Children benefit from a very good range of activities and experiences whilst in the care of the childminders. Many relate directly to children's interests and choices

helping to ensure children gain the most from them whilst enabling them to progress. For example, by encouraging a child with an interest in diggers to become involved in larger group play by putting the vehicles in crazy foam for all the children to play with. Other exciting activities and experiences include experimenting using techniques from different artists such as Van Gogh or Pollock, coloured spaghetti play, role play or exploring dark dens with torches and lights. The childminder has a good awareness of what children know, can do or understand. She makes regular observations of their play, ensures activities or experiences cater for their differing needs and although the assessment process isn't always methodical, her underlying knowledge ensures this does not have a negative impact on the children.

Children are learning important skills for the future. Their language development is supported well. The childminder's effective use of open-ended questioning helps to ensure even young children have many opportunities to develop their communication, language and early mark making skills during the time they spend with her. Overall, the curriculum is balanced, children's learning and development is very well supported, and they are flourishing in the care of the childminder and her co-worker.

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	3

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	3
The effectiveness with which the setting deploys resources	2
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
--	---

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

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:

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 (Welfare of the children being cared for) 25/03/2011

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 (Welfare of the children being cared for) 25/03/2011