

Inspection report for early years provision

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| Unique reference number | EY234354 |
| Inspection date | 23/03/2011 |
| 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 2002. She lives with her husband and their two children in Barnham, close to the town of Bognor Regis. There is a fully enclosed garden to the front and rear of the property. Children play on the ground floor only and an upstairs bedroom is used for sleeping younger children.

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 five children under eight years, of whom no more than three may be in the early years age group at any one time. There are currently ten children on roll, three of whom are in the early years age group and all children attend on a part time basis.

The childminder is regularly involved in parent and toddler groups, childminding groups and a toddler singing session. Time away from the setting mostly includes walks within the area and visits to parks and places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are able to play and learn in a setting where they feel comfortable and most routines secure their learning. The childminder uses her skills and knowledge to ensure all children are making good progress towards the early learning goals. The childminder has adapted well to the Early Years Foundation Stage and has implemented most of the requirements in to her service. Through her own evaluations and the ongoing training the childminder demonstrates she has the capacity to continue to make improvements within her setting 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:

- ensure the risk assessment is effective to identify aspects of the environment that need to be checked on a regular basis and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or incident. (Suitable premises, environment and equipment)
- 22/04/2011

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

- develop consistency in the promotion of good hygiene procedures to young children.

The effectiveness of leadership and management of the early years provision

The children within the setting are protected from harm as the childminder has a good understanding of the correct procedures to follow with any concerns she may have about their well being. The childminder has previously completed child protection training and has a good knowledge of her responsibility in this area. The children are able to play in a secure setting both inside and out as the childminder monitors the areas used by the children. Risk assessments for outings and time away from the setting are well detailed and individual to each trip. However, the risk assessments for the setting are not sufficiently effective and have not been reviewed in line with the requirements of the Early Years Foundation Stage. The childminder maintains all documentation confidentially and has clear procedures for the recording of all accidents and medication administered. She maintains her first aid qualification to ensure children's well being in the event of an accident.

The childminder has completed the Ofsted self evaluation form. Through this and her own awareness, the childminder demonstrates a clear understanding of the strengths and areas for development within her setting. The childminder takes action in areas that she's identified, for example, by accessing additional resources from the toy library which promote children's numeracy skills. Children are able to contribute their thoughts and feelings to the childminder about their preferred activities and time in the setting. Through contract reviews and daily oral and written communication parents can also make their contributions. The childminder is also keen to continue to keep her skills and knowledge up to date through the attendance at relevant training, helping her to continually improve her service and raise standards for children.

The childminder has made very good use of the space within her home. The gardens and ground floor of the childminder's home is dedicated to childminding to offer children different spaces in which to play. Resources are fit for purpose and challenge children in all areas of learning. Low level storage units enable children to make their own decisions about their play. The childminder uses her resources well to encourage children to develop in all areas of learning. Children's art work and posters are displayed on the wall to make the setting look vibrant, interesting to children and welcoming to their families. The children are valued as an individual within the setting. Activities are adapted or extended to enable each child to be challenged given their own capabilities. For example, allowing young children to access resources when they are ready to or organising activities such as cooking and art activities appropriately when requested by older children. Through activities and topical events the childminder promotes different lifestyles of others as children become aware of the world around them.

The childminder has established highly positive relationships with all groups of parents and extends these relationships to others. The childminder has previously

shared development records with other early years settings and has now secured links with the local primary school. Regular contact with other childminder's and links within children's centres support the childminder in keeping up to date and sharing good practice. Parents are extremely well informed about all aspects of their children's achievements. The written daily diaries ensure a smooth transfer of information about children's care needs. Regular liaison using the learning journals offer parents tailored guidance, information about their child's development and how they can continue to support this at home. The views of the parents and children are regularly sought by the childminder, through daily discussion and communication books. Parents comment on how they and their children enjoy a home from home setting where their children are stimulated, happy and settled. Therefore partnerships are well established and support children's learning.

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

Children are happy and relaxed in their play and through the childminder's knowledge of promoting all areas of learning, children are able to achieve well. They are keen to be in the setting and are motivated in their play of which the childminder joins in, to support their learning. They are developing well in their independence and make their own choices about where they want to play and with what. The childminder has a good understanding of each child as an individual and supports them accordingly. For example, through a tactile activity with jelly, children are able to access this when they feel confident to do so. Some really investigate and explore delving their hands in it and using additional resources to scoop and tip. Others, who are more reserved, show excitement when they feel the texture for the first time. The childminder has a secure system for recording observations, wow moments and next steps for each child. She evaluates these well to ensure children make steady progress towards the early learning goals and regularly consults with parents on children's progress.

Children are and feel safe and secure within the setting. They show good levels of confidence, are developing in their independence and are relaxed in the company of the childminder. They learn how to keep themselves safe through routines and discussions, for example, not throwing sand in the garden and encouraging children to listen to traffic as they cross the road. Young children are learning what constitutes a healthy lifestyle through the promotion of outdoor play and the healthy food provided by the childminder. She prepares fresh fruit snacks and home made food which are enjoyed by the minded children. Good table manners are promoted as children enjoy a sociable lunchtime. The childminder has implemented systems to reduce the risk of cross infection, for example, the individual paper towels although, the childminder is not consistently using regular routines through the day to promote good hygiene procedures to children. Children enjoy outside play, they are able to make decisions themselves when they play inside and out through the free flow arrangements the childminder has made within her home. The childminder uses her outside area as an extension to the inside learning environment to promote all areas of learning. Additionally children enjoy making the most of their local environment with walks in nearby wooded

areas and exploring further a field, travelling on the bus or train.

Children's behaviour throughout the morning is good as the childminder promotes child led play and interacts with children well. The childminder remains consistent with the children, helping them understand the need for rules. Children are valued in the setting encouraging everyone to make a positive contribution. Their art work and pictures are displayed on the walls and through discussion the childminder encourages the children to think about the feelings of others. Young children are developing well in their communication skills and the childminder uses opportunities in play to develop their knowledge of low numbers and colours. The childminder promotes the use of language and is extending children's vocabulary through discussion and quality interaction. Children play well independently becoming active, curious and inquisitive learners. Therefore, children are developing well in the skills they will require to secure future learning.

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

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| 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

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| 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 | 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 |

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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:

- ensure the risk assessment is effective to identify aspects of the environment that need to be checked on a regular basis and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following. (Suitability and safety of Premises and Equipment) 22/04/2011

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:

- ensure the risk assessment is effective to identify aspects of the environment that need to be checked on a regular basis and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following. (Suitability and safety of Premises and Equipment) 22/04/2011