

## Inspection report for early years provision

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<b>Unique reference number</b>	114884
<b>Inspection date</b>	06/04/2011
<b>Inspector</b>	Kerry Iden
<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 1989. She lives with her husband in Rudgwick, near Horsham, West Sussex. The whole ground floor of the childminder's house is used for childminding. There are toilet and bathroom facilities on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for no more than five children under eight years, of whom no more than three may be in the early years age group and of these no more than one may be under one year of age at any one time.

There are currently eight children on the roll, six of whom are in the Early Years age group. All the children attend on a part time basis. The childminder walks to local schools, pre-schools and nearby facilities, such as play areas, shops and parks

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the childminder is committed to the care and well-being of the children in her care and has most documentation in place to support her service. The childminder has developed relationships with parents to support the children's individual care needs; although the sharing and promotion of children's learning is not so well established with parents or other settings children attend. The childminder has found the transition to the Early Years Foundation Stage challenging. This is reflected in her knowledge of the areas of learning. However she knows the areas in her service that require improvement. She is keen to make these changes, demonstrating that she does have the capacity to improve standards within her setting.

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

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

- develop knowledge and understanding of the six areas of learning and use this in conjunction with the observations to plan a challenging environment, which supports and extends all children's learning through their play (Organisation) 27/05/2011
- ensure the record for children's attendance includes full names of the children (Documentation) 22/04/2011

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

- include systems to enable parents and carers to see and contribute to children's records of development to promote their learning
- develop a two-way flow of information with other Early Years care providers to ensure a collaborative approach to children's welfare, and their learning and developmental needs are fully achieved
- develop the systems already in place for the recording of accidents and the administration of all medication to ensure confidentiality

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

The children who are cared for within the setting are protected from harm as the childminder has a sound understanding of the correct procedures to follow with any concerns she may have about their well being. Parents are made aware of her responsibility towards the protection of children through her written policies. The childminder promotes 'partnership working' with parents with regard to child protection. They share details of injuries sustained at home or at the setting. The childminder insists she has clear information about who is allowed to collect the children from the setting. Risk assessments are completed for both the potential hazards within the childminder's home and whilst on routine outings away from the setting. The childminder has an up-to-date paediatric First Aid qualification and follows clear procedures to ensure the children's welfare in the event of any accident. The childminder has all required documentation in place to support her childminding. However, the attendance register lacks some necessary detail and not all records are completed or stored to ensure confidentiality.

The childminder has not completed the Ofsted self-evaluation form or completed alternatives of her own. However, the childminder does have a good understanding of her strengths and weaknesses within her setting. The childminder is trying to develop her knowledge of the different areas of learning and establish her childminding under the requirements of the Early Years Foundation Stage. With an understanding of what changes will have an impact on the children, the childminder demonstrates that she has the capacity to drive some improvement within her setting. Children play in a comfortable setting where they are able to make some choices about their play. The childminder considers the needs and interests of the children and makes a variety of resources available to them. This is extended when using the outdoor environment. Large play mats are used outside to allow even the smallest children to sit and play in the fresh air. The equipment is suitable for the ages of the children attending and is used to offer a range of satisfactory challenges within the areas of learning.

The children are valued as individuals within the setting as the childminder promotes the idea of everyone having a turn. The childminder has an understanding of children's individual needs through initial and ongoing discussion with parents. The childminder adapts activities to allow different aged children to work alongside each other, each achieving at their own level. The childminder promotes all activities to all children and strives to avoid discrimination or

stereotypical activities. Though the newly implemented next steps in children's development, the childminder is able to use this information to support children's individual progress. The childminder reports on positive relations with parents. Some return each school holiday to offer children consistency in their care. There are effective channels of communication between the childminder and parents, especially around the children's care and welfare needs. Daily information is shared with parents verbally. However the childminder has not yet extended this to sharing information about children's development towards the early learning goals. Similarly, the links with the other Early Years settings the children attend have not yet been fully established to share details of children's developmental achievements.

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

The children, including those that only attend the setting on occasions, are happily settled within the childminder's home and are starting to make positive relationships with each other. Through different activities, negotiations, discussions and the support of the childminder, children of similar ages are organising their place within the group. The children show confidence in the setting; they make choices about their play from what resources are made available to them and on occasions follow the instructions from older children. The childminder offers a balance of joining in with child-led play and takes time to watch from a distance allowing children to develop play with their peers without interruption. During play, the childminder asks open ended questions to develop children's thinking - although the childminder is not confident in her knowledge of the different areas of learning. She has recently started to complete observations of the children within the Early Years age group and is identifying some next steps in their development.

Through routines, activities and reminders from the childminder, children understand the need to keep both themselves and others safe. They discuss rules of games and safety instructions such as removing socks when using plastic sheeting, as children correctly identify it is slippery. The childminder helps the children understand the appropriate use of different resources as she highlights the risks to the children, for example keeping the dolls pushchairs for dolls, not children. Children enjoy their time out in the garden as the childminder promotes their physical development and supports their knowledge of healthy lifestyles. The garden is well equipped with resources that the childminder knows will interest the individual children so they can continue to make some choices about their play. All meals and snacks are taken at the table to promote good table manners. Meals supplied by parents are served accordingly to children; the childminder ensures drinks are made readily available throughout the day.

Children appear secure in the setting and move about the childminder's home with confidence and a sense of ownership. Through activities the childminder involves herself in, children are able to stay focused and are able to cooperate with the other children. Older children show maturity in their play and in their cooperation with others, ensuring everyone can make a contribution to the group. Through

activities, the childminder supports the children's progress in communication and language skills and their knowledge of numeracy. She adapts the activities to allow for different aged children to play alongside each other. For example, colour matching in a game with hands and feet. Younger children are encouraged to identify the colours whilst older children reaffirm their knowledge of left and right; whilst all children learn to take turns and play cooperatively. Similarly, upon the completion of large floor puzzle, children are encouraged to use descriptive language to describe an animal in the puzzle for the other children to guess. The younger children are included and supported in this activity so all can enjoy. This encourages children to not only speak in front of a small audience, thereby developing their confidence, but to also listen to each other thereby respecting each member of the group - all valuable skills for their 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

- take action as specified in the early years section of the report 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:

- take Action as specified in the early years section of the report 13/04/2011