

Inspection report for early years provision

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Inspection date	12/04/2011
Inspector	Alison Kaplonek
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 has been registered since 2008. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder lives with her husband and sons in a house in the Midhurst area of West Sussex. The home is close to local schools and shops. All areas of the property are used for childminding. There are toilet facilities on both floors. There is a fully enclosed garden for outdoor play. The family has two pet cats.

The childminder is registered to provide care for no more than five children under eight years of age; of these no more than two may be in the early years age group and of these no more than one may be under one year at any time. There is no provision for overnight care. There are currently eight children on roll (who all attend part time), five of whom are in the early years age group.

The childminder has a relevant childcare qualification at level 3 and she is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, the childminder makes good provision for children in the Early Years Foundation Stage and meets their needs well. She provides children with a safe and welcoming, family environment and ensures that they are all equally valued and included. The childminder is well qualified and experienced in caring for children. Good self-evaluation takes place which enables the childminder to recognise her strengths and most of the areas for further development.

What steps need to be taken to improve provision further?

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

- match observations to the expectations of development in the Practice Guidance, to further inform the next steps needed in learning
- encourage parents to review their children's progress regularly and to contribute to their children's learning and development record.

The effectiveness of leadership and management of the early years provision

A wide range of policies and procedures, and good use of the well organised environment ensures that every child's welfare and safety needs are well met. The childminder maintains good records, including those regarding children's attendance, accidents or any medication administered. She is suitably vetted and ensures that children are always supervised by an appropriate adult. She has a good understanding of procedures to safeguard children and has a policy which she shares with parents.

The childminder demonstrates a clear understanding of inclusive practice and encourages children to be fully involved in all aspects of their play and learning. As a result, children are developing confidence and self-esteem. They learn about different customs and cultures as they take part in the range of imaginative activities provided by the childminder, thereby learning about difference and diversity. Children make choices from the good range of toys and resources which are laid out for easy access.

The childminder builds good relationships with parents; she shares her policies and procedures and talks to parents about their children's daily routines and activities. She completes learning journals for all younger children, although not all parents regularly review or contribute to these records. The childminder has started to form links with other settings attended by the children in her care, and some information is now shared regarding the children's progress and learning. The childminder is keen to make improvements to her practice and has joined her local childminding network. She also provides mentoring support for newly registered childminders.

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

The childminder knows the children well and provides a good range of activities which ensures that they make progress in all areas of learning and development. Some activities are planned and adult led, such as making Easter chicks or looking at books together. At other times children freely access the resources and initiate their own play and learning. They benefit from the free flow between the indoor and outside environments. They know that they need to wear their sun hats as the weather is warm. They enjoy sweeping the play house, digging in the sand pit or pretending to go shopping. They help themselves to cars, puzzles and books. The childminder makes good use of the local facilities and younger children regularly visit toddler groups, the library and a childminding group, where they have opportunities to interact with their friends and other adults.

The childminder uses observational and assessment to chart children's progress and uses the information gained to plan a range of activities. Although observations are not always linked to the expectations of development in the

Practice Guidance for the Early Years Foundation Stage, the childminder knows the children well and plans meaningful activities across all areas of learning to build on what they already know and can do.

Children play and learn in this well organised, safe and secure environment. The use of regular risk assessments, fire drills and effective record keeping, ensures their safety. Babies and young children are provided with the necessary equipment to keep them safe, such as straps in the high chair and stair gates. Older children learn about road safety and 'stranger danger' from the childminder. Main meals are provided by the parents and the childminder encourages healthy eating. She supplies healthy snacks and drinks and encourages children to try new foods, often working closely with parents. Children have a clear understanding about good hygiene routines and wash their hands before eating and after using the toilet. They enjoy many walks in the local area including visiting the local woods and the duck pond. This encourages their understanding of the natural world.

Children are welcomed into the setting and provided with good resources such as books and puzzles to help them talk about differences and valuing each other. The childminder borrows resources from the toy library such as dressing-up clothes and play food to stimulate discussion about how children live in different countries and cultures. The children learn to share and take turns, and they respond well to the praise given to them by the childminder.

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	2

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	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

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:	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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