

Inspection report for early years provision

Unique reference number	EY420360
Inspection date	20/04/2011
Inspector	Jacqueline Walter
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 was registered in 2010. She lives with her husband and two children aged three and seven. They live in Worthing, which is in West Sussex and are close to shops, parks and transportation links. The whole of the ground floor of the childminders house and the upstairs bathroom are used for childminding. There is an enclosed rear garden for outdoor play. She has two cats as family pets.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder collects and takes children to local school 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 satisfactory.

Good interaction and an assessment and planning system that is satisfactory, and acknowledges the children's interests and individual learning needs, and ensures the children make suitable progress, given their age, ability and starting points. Children's individual needs are suitably met and their health is promoted well. However, there are minor weaknesses in promoting some aspects of their safety. An effectively organised learning environment is in place, although weaknesses in leadership and management also mean that some required documentation is not maintained. Partnerships with parents and with other agencies are good overall, making sure that the care and learning needs of all children are well met. Planning for improvement and self evaluation is appropriate ensuring that some aspects for development are identified and acted on, resulting in a service that promotes suitable 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 written consent from parents is requested to seek emergency medical advice and treatment (Safeguarding and welfare) 04/05/2011
- ensure information is shared with parents, with regard to procedures followed when children are not collected at an appointed time (Safeguarding and welfare). 04/05/2011

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

- review the risk assessment and take appropriate action, with particular regard to ensuring children can not access the keys to the front door.
- develop further opportunities for children to understand about how to keep themselves safe, with particular regard to practicing the emergency evacuation procedure
- develop and implement further systems to evaluate and improve the quality of the provision.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children from abuse well. She has a full awareness of signs and symptoms of abuse and is confident in knowing the procedures to follow when concerns are raised with children. She is robust in ensuring the suitability of all adults. For example, Criminal Record Bureau checks are completed on everyone over sixteen years and almost all the required documentation is held confidentially and made easily accessible. However, although the childminder is fully aware of procedures to take when children are not collected at an appointed time, she has not as required, shared this information with parents. The childminder provides a well organised learning environment that is child friendly, welcoming and promotes independence well. For example, space and resources are organised safely and made easily accessible, allowing children to independently choose their toys and activities and the areas in which they wish to play in.

The partnership with parents is good overall. Information on the setting and the children's development is shared effectively. For example, a file has been created and made available to parents regarding general information, planned activities for the week are displayed and parents are given their own copies of the policies and procedures. However, although the childminder has obtained written consent to seek emergency medical advice, she does not request written consent to seek emergency treatment. The partnership with other agencies to promote children's care and learning is good. For example, the childminder plans and provides activities that support the learning aims in other settings that children attend. This allows the children to consolidate learning as well as learn new skills. Children also regularly use the local Children's Centre, attending workshops on keeping fit and singing. In addition to this, they use a local toy lending facility and consequently are able to develop further their understanding of different cultures. For example, through role play resources, such as Eastern dressing up clothes. Although no children in the early years age range, who have special educational needs and or disabilities, or English as an additional language are currently being cared for, the childminder demonstrates through discussion an appropriate understanding of inclusion.

The childminder demonstrates an appropriate commitment to evaluating and improving the quality of her setting. As a result of only recently starting to care for

children she has only recently started to identify weaknesses and taken some appropriate action to improve upon them. For example, she has simplified her records of assessment and planning to make it clearer for parents to understand how their children are developing and how this is being promoted. This in turn, has also resulted in children's progress and any gaps in learning being clearly identified. She has also improved her risk assessment record system, devising forms that hold more details regarding dangers and risks. Consequently children's safety is more effectively promoted. Through discussion the childminder demonstrates an appropriate understanding of the importance of developing her skills and communicates some ambition and drive. For example, she has obtained a copy of the local authority's training directory and has identified courses that will improve her knowledge and skills. In addition to this, she has downloaded the Ofsted Self Evaluation form, with the intention to complete it. Although future plans are limited at the moment they are likely to bring about some improvement.

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

The childminder has a friendly, caring relationship with children and supports their learning well. She plans and provides a wide selection of stimulating resources and activities that are suitable for the ages of children she minds. For example, children delight in being able to explore and feel the sand in the sand pit with their toes. They are also able to use their senses and explore the local community through first hand experiences, such as regular trips to local parks and tourist attractions as well as the nearby beach. The childminder extends their learning well, demonstrating a genuine interest in the children. As result children are motivated and enjoy their time in the setting. She asks open-ended questions during their everyday play and she promotes their development in communication and language by using phonic sounds of initial letters in words. For example, when asking the children what colour the cars they are playing with are. As a result, children are encouraged to think and make suggestions and are confident in communicating. Children are encouraged to make lots of choices and decisions. For example, they are able to independently decide on their activities from resources that are made easily accessible. They can also access their drinks at any time and make choices on what they wish to eat for their snacks. As a result of the childminder only recently beginning to care for children she has not fully implemented her observation and assessment systems. She demonstrates through both discussion and some documentation that she has a full understanding of how to support children's development in all areas of learning. For example, she effectively finds out starting points through asking parents to complete an 'All About Me' booklet on their children and conducts regular written observations identifying what children know and can do. This in turn, allows her to identify possible lines of development and plan both adult led activities. As a result children make satisfactory progress towards the Early Learning Goals.

The childminder values and respects the children. As a result, they feel safe, and are developing good confidence. Their safety is promoted well with some positive steps being taken both within and outside the setting. For example, visitor's

identification is checked before entry and the risk assessments on the outings are written up and regularly reviewed to identify any dangers. However, although all gates and external doors are locked, the keys are sometimes left in the front door. Children are effectively encouraged to develop knowledge on keeping themselves safe in some areas. For example, the childminder practices road safety with the children and discusses the importance of stranger danger. However, although she has devised and is fully aware of the emergency evacuation procedure, she has not yet encouraged children to participate in any drills. As a result, children do not understand how to keep themselves safe from dangers, such as fire. Children have good regular opportunities to be active. For example they walk on all their outings and trips. They are also developing a good understanding of the benefits of healthy living through their activities. For example they separate the food they have made in their play-dough activities into healthy and unhealthy groups. The childminder offers lots of praise and encouragement to promote positive behaviour. She implements effective strategies. For example, younger children are encouraged to share the resources and she shares her written expectations of behaviour with older children. As a result, children are developing good habits and behaviour appropriate to good learners, their own needs and those of others.

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?	3
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	3
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	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	2
The extent to which children make a positive contribution	2
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:	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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