

Inspection report for early years provision

Unique reference number	115196
Inspection date	10/05/2011
Inspector	Christine Clint

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 registered in 1998. She lives with her husband and three adult children, in a residential area of Felpham, West Sussex. The children have access to the playroom, kitchen/diner and ground floor toilet. There is also a secure rear garden area for outside play. The home is close to local shops, pre-school and school. The family have a dog, cats and pet rabbits.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register, to care for a maximum of six children under eight years at any one time; of these no more than three may be in the Early Years age range and of these, no more than one may be aged under one at any one time. There is no provision for overnight care. The childminder is currently minding seven children under eight years, both part-time and full-time. Five children are in the Early Years age group. The childminder also provides before and after school care for children over the age of eight years. She holds a recognised qualification in Childcare and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows she has strong experience of childcare and of managing children's daily routines. She has a quiet and calm approach and has clearly developed her childcare knowledge through attending training and up-dating key areas of awareness regularly. She has introduced detailed systems to meet most areas of the Early Years Foundation Stage and is making effective progress through evaluating her provision. There are well established relationships in place with all parents and the childminder has thorough and dedicated levels of continuity with the families in her care.

What steps need to be taken to improve provision further?

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

- further develop the systems to assess children's progress and learning by identifying and including their next steps in development
- include opportunities for parents to contribute to children's records of development and link with children's learning at home

The effectiveness of leadership and management of the early years provision

The childminder shows a strong focus on managing children's care and welfare at all times. She has established boundaries within the home and garden to ensure children's safety whilst still encouraging their freedom of movement between indoor and outdoor play. She has an organised folder with a wide range of policies and procedures, which she has updated to meet the regulations. She shows a clear understanding of her responsibilities to ensure children are safeguarded at all times and of what procedures to follow if she has a concern about the welfare of a child in her care. She has recently attended further training in child protection issues and procedures. The childminder has developed specific procedures for managing any complaints about her or a member of her household, and has made detailed risk assessments for areas of the home and garden that children use. Risk assessments are also in place for outings and visits to other venues, showing how children's safety is managed by the childminder.

All fire equipment is in place and the childminder has a written evacuation procedure which she has practiced regularly with all children, recording the dates and details. Records for accidents are clearly noted and effective procedures are followed for administering medication. All required documentation and permission from parents is in place. This all supports the childminder's emphasis on children's safety and strengthens the links with parents. The childminder recognises and supports children's individual needs; she is aware that following regular routines enhances younger children's sense of security and well being.

The childminder provides a good range of resources which are readily available to the children on the ground floor of the home. She knows the favourite activities of the children attending and understands their individual level of development. The childminder uses a gentle and firm manner, encouraging children to include each other during play and this establishes feelings of belonging and understanding differences. She has a commitment to supporting diversity within the setting; children can see the displayed pictures of other cultural celebrations, they have tasted different foods and worn traditional clothes to broaden their understanding of the wider world. The childminder has attended training to increase her understanding of supporting children with special educational needs or disabilities.

The childminder has continued to improve her provision through attending specific training courses. She has effectively completed the recommendations from the last inspection and she has developed systems to assess children's achievements and progress. The childminder is using her observation of children's play and activities to link with the Early Years Foundation Stage areas of learning, although she has not fully progressed to making links with children's next steps in development. She is however, aware of her need to improve in this area because she has started to evaluate her provision.

There are soundly established relationships in place with parents and families, and the childminder has continued to care for children from the same families, developing strong continuity. She has firmly established systems of recording all

written permission from parents and she encourages them to read all policies and procedures. Some parents have completed questionnaires and these show how satisfied parents are with the childminder's dedication, the nurturing environment and the variety of activities that she provides. Parents have not yet contributed to the developmental records or shared any achievements of their children's progress and learning at home. The childminder spends time in her local community; she has connected with other carers and is fully aware of the value of obtaining and sharing information. She is beginning to develop a regular verbal exchange with other key carers, especially when she collects children from school and this ensures that she is well informed about children's daily welfare and there is a sense of continuity of care.

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

Toddlers are settled and show close affection towards the childminder when they wake from their morning sleep. They benefit from having individual attention and gently wake up whilst being carried and comforted,. They show a clear sense of belonging and being used to the childminder's home and the daily routines of collecting the older children from part-time school. All the children arrive home together showing clear levels of confidence about what happens next; they know where their named pegs are in the entrance hall and are eager to eat their packed lunches and organise themselves at the low table.

The childminder encourages children's understanding of hygiene by cleaning the table swiftly with anti-bacterial spray. Children are reminded to wash their hands and to follow personal hygiene routines to maintain their health. They can use the ground floor toilet independently and easily manage the paper towels provided. Toddlers are securely seated in high chairs at lunch time and the childminder meets their individual needs for feeding. Records show that the childminder observes and records children's preferences for finger food when being weaned, showing how they progress to using spoons. She makes sure that information about their individual diets are shared with parents to promote growth and development. All children show a strong interest in their lunches and talk together about what they have available to eat and about their likes and dislikes. They have established sound relationships with each other and show good skills of developing conversation about their families and who is collecting them later. Children are learning about politeness and table manners because they ask the childminder if they can leave the table when they have finished and they are praised for behaving well. All the children are encouraged to eat the food that parents provide and to eat their sandwiches first; promoting their understanding of healthier, more sustaining, food.

Children talk about playing games on the computer. They say they like to spend time at the childminder's home because there are lots of toys available and they can play indoors or outside freely. Children have easy access to the dressing up clothes and they begin to wear different outfits, dressing themselves and capably helping each other by doing up fasteners at the back. Some children show good

care and concern for assisting each other. They extend their role play by using the play kitchen, making tea and pretending to serve ice creams. The childminder has recognised that this is currently their favourite game and the frequent repetition reassures and settles them after a busy morning at school.

Children can use the secure garden area close to the house after lunch and they freely access outdoor play. They enjoy water play in the trough and ride on the wheeled toys. They are keen to find their own suncream and understand the need to protect their skin when the sun is hot. The childminder helps them and talks about which parts of their body need cream. She regularly prevents toddlers from sunburn by applying sun cream automatically. There are larger areas of the garden available for physical play and children have daily exercise when regularly walking to and from school. They also have frequent walks with the childminder in the community or in the nearby fields with the dog.

Children's self esteem is promoted and encouraged; there are paintings and colourings well-displayed on the play room wall. This encourages a sense of self-esteem and that their achievements are valued. They can easily find the resources they need for mark making, for spreading glue and joining paper items. The childminder recognises the significant steps that each toddler shows in decision making as they learn to sit and use the facilities available and access the resources themselves. Toddlers are also making clear and recognisable progress in speech and communication skills, they show a strong ability to understand and sometimes this results in frustration because they cannot express themselves. The childminder's calm response and attention quickly resolves toddlers' exasperation.

All of the children sit with the childminder on the floor to play dominoes and they are encouraged to share the cards and take turns to play. The childminder ensures that children include each other and that they accept and learn to understand younger children's level of ability. They practise counting the dots on the domino cards and learn to match the correct number, thereby learning early numeracy skills. The childminder helps them and gives them time to also help each other. They are gaining skills in counting and understanding quantity, recognising and matching shapes and colours.

Children are gaining confidence because they feel secure and know the boundaries in the childminder home. They are aware of safety and ask permission to do certain activities. The childminder confirms and reassures children which increases their understanding of safety. Children enjoy making puzzles together; they recognise and match shapes and they join and construct with bricks and practise skills of threading beads and sorting the shapes and colours. They paint and make prints with vegetables. All of these activities increase the children's fine motor skills. The childminder ensures that all children have opportunities to be included and often younger children just use their hands with paint and this provides a sense of achievement and involvement with tactile materials.

Children are learning about the community around them and socialising on a wider scale. They spend time with the childminder on outings to different venues and regular visits to local events, enjoying opportunities for using different physical play apparatus. They also understand about caring and considering the animals in the

childminder's home, thereby increasing their understanding of the natural world. Children have developed close and caring relationships with the childminder and with each other; they are keen to involve each other in their role play and to understand each other's decisions. They are socialising on a wide scale and developing excellent social and learning skills for the future.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met