

## Inspection report for early years provision

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<b>Unique reference number</b>	EY291587
<b>Inspection date</b>	18/05/2011
<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.

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## **Description of the childminding**

The childminder has been registered since 2004. She lives with her husband and their two children in Burgess Hill, West Sussex. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years, of whom no more than three may be in the early years age group. There are currently 12 children on roll, 6 of whom are in the early years age group and most children attend on a part time basis. The childminder walks to local schools, pre-schools and nearby facilities, such as play areas, parks and the library. 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.

The childminder offers a warm and caring, yet professional service to the children and their families. She is well organised and enthusiastic about her work and dedicated to the children, who are very happy and relaxed in her care. She has a good understanding of the areas of learning and promotes these well through child initiated play. Children's individual care needs are considered and most aspects of the routines promote healthy lifestyles and safe play. Partnerships with parents are strong and links are made with others to share children's care information. The childminder is reflective in her practice and assess what works well, making changes as required. She has settled with her own unique systems in place, particularly around the records of children's progress towards the early learning goals which contain most information. Therefore the childminder demonstrates that she has the capacity to identify areas for development and make continual improvements within her setting.

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

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

- develop consistency in the monitoring of children's progress towards the early learning goals and the identification of next steps across all areas of learning
- provide children the opportunities to become involved in the preparation of snacks and promote healthy options
- develop a two-way flow of information with other early years providers to ensure a collaborative approach to children's welfare and learning and development is fully achieved.

## **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 is currently updating this. She has a secure knowledge of her responsibility in this area and has supportive documents in place. 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 the childminder's home are in place as well as for outings away from the setting which are well detailed and individual to each trip. The childminder is extremely well organised with all documentation which is instantly available for inspection although stored securely and confidentially. Accidents are recorded accurately and the childminder updates her skills and knowledge as she maintains a current paediatric first aid certificate to ensure children's well being in the event of an accident. She works closely with parents to offer support and consistency with any health care needs.

The childminder is keen to be reflective and works with a positive, open attitude. She has a good understanding of the requirements of the Early Years Foundation Stage and now feels secure and settled working within this framework. The childminder is keen to stay up to date with current practice and has extensive reference material to help her do so. She also maintains and updates her knowledge through ongoing training. Through parental questionnaires, along with ongoing discussion, children and parents are able to contribute their suggestions to the childminder, supporting her as she continues to drive improvement within her setting. Children are able to play in a comfortable setting where they are able to make choices about their play whilst being supported by their childminder. Resources are good, fit for purpose and the storage arrangement for resources allows children to see what is available to them. The childminder uses the equipment well to achieve the desired learning intentions. The outside space and toddler groups compliment the resources within the setting to help children progress in all areas of learning.

The children are valued as an individual within the setting with activities adapted or extended to enable each child to be challenged given their own capabilities. This allows the children to play alongside and learn from older children, for example, as they complete craft activities or learn to use physical equipment in the garden. The childminder works closely with each of the parents to understand children's backgrounds and individual details about each family. Resources and activities promote a multi cultural society and spontaneous activities develop children's understanding of differences between people. For example, as babies and young children study theirs and the childminder's faces, comparing features. The childminder has developed positive relationships with parents to support the individual needs of each child. She has also extended her links with others as she liaises with other childminder's to share ideas and keep up to date with current practice. However, although she has established links with the pre-schools that the children attend, the sharing of developmental information is not yet consistently in place. Parents receive detailed information through the childminder's policies and

procedures when they start in the setting. They are aware of the development records being completed on their children which they can share at any time. Additionally verbal communication keeps parents informed on a more daily basis. Parents and children's views are sought by the childminder and when appropriate ideas from parents are implemented. For example, through the development of number and letter games used in the setting and at home to offer children consistency in their learning. The childminder is respectful and follows the routines of individual families and offers support to parents, therefore partnerships with families are well established.

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

Children and babies are happy, contented, settled and well stimulated within the provision. They are excited to be in the setting and regularly change their activities to create a busy morning. All children have a good relationship with the childminder who is warm and nurturing, yet lively and enthusiastic offering children a good balance. The relations between the children are also warm; children clap the babies when they achieve something as they work and play alongside each other. Children are also a part of a bigger group through the toddler group run by the childminder and her colleagues enabling children to develop relationships with others. The childminder has a strong understanding of the different areas of learning and how to enhance children's learning through play. She blends areas of learning well, for example, through creative activities she uses good quality open ended questions about colour, size, shape and number to challenge children's mathematical thinking. The childminder has organised family friendly learning journals for each of the children. These provide extensive amounts of photographs of the children involved in numerous activities which enables parents to have an understanding of their child's time in the setting. The learning journals also include some observations and next steps although these are not yet consistently identified for all areas of learning. Through her own evaluation the childminder has started to add monitoring systems to ensure there are no gaps in the children's learning.

Children are and feel safe and secure within the setting. They show good levels of confidence and are developing in their independence. Babies and younger children feel secure and comforted as the childminder follows care routines enabling them to rest and sleep according to their needs. They learn how to keep themselves safe through routines and discussions, for example, rules about the use of the trampoline and different parts of the large climbing frame they can access in the garden. Through activities inside, older children know smaller items of equipment cannot be used with the babies who are discouraged from placing objects in their mouth. Children's safety continues to be encouraged through procedures which reduce the risk of cross infection, such as their own flannels in the bathroom which are used as a hand towel. Alternatively, hand gel is used prior to snacks and when away from the setting. Meals are provided by the parents which children eat at the table to promote their social skills. The childminder supplies snacks and drinks for the children. However they have fewer opportunities to be involved in their food or

make any choices about what they are going to have. Outside and physical play is a regular part of the children's time within the setting. They challenge their physical skills on climbing structures in the garden where they to use their imaginations as they pretend to be pirates on board a ship. Time away from the setting is also part of every week with visits to parks and local children's farms.

Children are developing well in their communication, language and literacy skills. Conversation and the development of children's vocabulary are encouraged by the childminder who uses discussion through every part of the day. Baby signing is also employed alongside discussion. Older children are becoming confident and articulate speakers and can voice their opinion as they make their decisions about their play. Books and stories shared with all children and babies increases their interests in literature. Therefore, most are very keen to look at books and become interactive in reading and enjoying stories. Children's behaviour throughout the morning is good as the childminder promotes child led play and interacts with children well. They have ownership within the setting and therefore are confident and display good levels of self esteem. There are strong relationships between the children which the childminder promotes as they value what each other can do enabling everyone to make a positive contribution to the setting.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	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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