

## Inspection report for early years provision

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<b>Unique reference number</b>	130859
<b>Inspection date</b>	24/05/2011
<b>Inspector</b>	Fler Wright
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1997. She lives with her husband, one school aged child and two adult children in a house in Brighton, within walking distance of schools, shops and parks. The whole of the ground floor of the property is used for childminding purposes. There is a fully enclosed rear garden for outside play. The property is accessed via a number of steps. The family have two cats and a small dog.

The childminder is registered to provide care for no more than 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 child may be aged under one year at any one time. There is no provision for overnight care. She is currently caring for three children, one full-time and two on a part time basis. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

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## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children greatly enjoy their time with the childminder. She ensures that there are a broad range of activities and experiences on offer both in her home and at local groups. This maintains the children's interest and enables them to learn through their play. She is organised, friendly and approachable and ensures children's individual needs and abilities are well catered for. The planning systems in place work well and are totally child led, although the assessment process is not yet systematic.

The childminder has built a strong relationship with parents who are regularly updated on their child's progress. She has a good variety of plans and targets in place that cover most areas of improvement and will support her continued development and enhance the outcomes for children. She has a strong capacity to maintain continuous improvement.

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

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

- undertake periodic assessment of individual children's achievements for each area of learning in order to ensure the curriculum on offer is balanced, children are making good progress and records can be easily shared with parents or other childcare settings the children attend

- develop the action plans in place to incorporate the priorities for improvement highlighted within the self-evaluation process to continuously improve the quality of the provision for all children

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

Children are well protected as the childminder has a good understanding of safeguarding issues. She is clear about the procedure to follow should she have a concern about the welfare of any of the children in her care. The childminder carries out regular risk assessments around the home and garden, and the childminder has also assessed the risks associated with each type of outing she embarks upon with the children. The emergency evacuation procedure is practiced regularly helping to ensure children know what to do in an emergency situation.

The childminder has been registered for a number of years and has adapted her provision well to ensure the outcomes for children have continued to improve. This shows she has a good level of ambition and is keen to continually improve the service she provides. She has fully met the recommendations set at the last inspection, and has worked hard to ensure her paperwork and practice exceeds current requirements. She is organised and keeps a daily diary that details the main events of the day and any observations she makes of the children. She uses it effectively in order to inform her planning meaning the educational systems in place are child led. Activities, experiences and the play environment are all carefully planned to ensure they interest the children and all areas of learning are covered during the course of the week.

The records she makes of children's development indicate they are achieving well whilst they are with her. However, although she knows each of them well, there are no systematic routines in place to make an assessment of where children are at within each of the areas of learning, making it harder for parents or others to identify progress across the curriculum at a glance.

Children have access to a good range of resources that are age appropriate. The childminder adapts the range available by borrowing items such as books from the local library, and regularly visits local drop-in centres to ensure children are able to continually access a good variety of items in order to retain their interest. The childminder has a secure understanding of inclusion and has a very good knowledge and understanding of each child's differing needs and abilities.

The childminder has a good range of long, medium and short term plans for the future in order to enhance the outcomes for children and has completed the self-evaluation process. However, the areas she has identified for improvement during her self-evaluation have not been included on her plans for the future, meaning they are not totally up to date.

She has a very good relationship with the parents who use her service. Each child has a 'special book' that contains photographs of them involved in their play and is a good visual record for parents to see how their child is progressing. Each child

also has a folder that contains all of the relevant paperwork for parents plus weekly observations of their child and what the childminder has planned in order for them to progress. Parents take this folder home regularly, and this along with daily verbal communication and parental completion of children's interest sheets, means parents are very much involved with their children's learning.

Parents say that their children's needs are met well, and that they are very well informed of the progress their children make. They also comment that their children have become very independent, happy and confident in her care and regard the childminder's house as a second home. The childminder demonstrates a secure understanding of the benefits of communicative relationships with other childcare settings children attend, although there are currently no children on roll this applies to.

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

Children appear happy and relaxed in the childminder's care. She has formed a close bond with them and they demonstrate they feel secure in her care. She is able to identify what younger children need or want through the sounds and gestures they make, showing she knows them very well. Children have also formed good relationships with each other, and older children are sensitive to the needs of those younger than themselves.

Children participate in a wealth of activities and experiences that help them to develop and learn. Time at home and daily outings to various locations, such as local drop-ins or other childminder's houses, means that children get the chance to play in small or large groups and have access to a broad curriculum of activities and experiences. They are progressing well as a result of this and the strong educational programme in place. At home they enjoy sand play, and manipulating soft dough, making shapes using cutters and snipping it into pieces with scissors. More structured activities such as circle time, help to ensure children's communication skills are enhanced, for example, by talking about their home lives.

Children really enjoy reading with the childminder, who makes it a valuable learning experience for them. Large books borrowed from the library greatly excite children who are fully involved in the story regardless of their age as the childminder uses props such as plastic animals that children enjoy searching for as the story progresses. Children are able to access resources independently, and if they want to use other items that are deliberately stored out of reach, they are confident enough to ask the childminder for them, who gets them straight away.

Children have access to a bright, warm and welcoming family environment. They learn to be healthy through well structured routines such as regular hand washing. The childminder supplies healthy meals and snacks to children, although some parents provide food for their own children if they want to. Children are given more food if they ask for it or gesture that they are still hungry, helping to ensure their dietary needs are met.

Children help to tidy up after activities, and do so off their own accord; they help themselves to the dustpan and brush for example, and sweep up the sand after enjoying it the garden. Daily opportunities for outdoor play help to ensure children receive regular fresh air and their physical skills are developing well. Children help to plant vegetables in the garden, and even young children take much enjoyment from tending to them regularly.

Children feel safe and secure with the childminder and are very confident in their surroundings. They learn how to keep themselves safe through daily discussions with the childminder, for example; when sitting on chairs, or protecting themselves from the sun in the garden.

The childminder has a secure knowledge of the children's individual abilities. She has a good general understanding of the ways children develop and learn, helping to ensure they learn from their time in her care. She asks lots of open ended questions to encourage learning and takes an interest in everything children say helping them to gain confidence as their thoughts and views are regularly listened to showing their contributions are valued. She forms a key role in helping children to develop important skills for the future. She helps to prepare children for starting nursery through reading stories and taking the children to the settings to ensure the transition period is a smooth one.

Children are able to learn about diversity and the wider world through discussions, activities and the resources available. They are learning to negotiate the art of sharing through appropriate support from the childminder, and older children spontaneously praise younger children for their achievements, showing positive interaction is part of everyday life and children are genuinely praised for all that they do well.

## 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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