

Inspection report for early years provision

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Inspection date	13/05/2011
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 2003. She lives with her husband and two children age twelve and fourteen. They live in Burgess Hill, which is in West Sussex and are close to shops, parks and transportation links. A bedroom on the first floor and the whole of the ground floor of the childminders house is used for childminding and there is an enclosed rear garden for outdoor play. She has a dog and guinea pigs as family pets.

The childminder has a registered assistant and is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding seven children in this age group. She is an accredited network childminder and is in receipt of Funded Education. She also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects and takes children to a local school. She is a member of the National Childminding Association and has a Level 3 qualification in Home Based Childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminders in depth knowledge of each child's needs, inspirational interaction and an extremely effectively organised, highly stimulating learning environment ensure that she is extremely successful in promoting all aspects of children's learning and welfare. As a result, children overall, are unquestionably safe and secure; enjoy their learning and make very good progress, given their age, ability and starting points. A rigorous, detailed, planning and assessment system, which provides stimulating rich and varied experiences in all areas that fully acknowledge children's interests and individual learning needs is used extremely effectively to guide planning. The partnerships with parents overall and other agencies that are involved with children are highly effective ensuring individual needs are fully met. A very strong commitment to self-evaluation ensures that priorities for future development are promptly identified and acted on. This results in a service that maintains very effective continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further knowledge and understanding of the procedures to follow

- when dealing with complaints
- develop further the systems to evaluate the provision, taking into account the views and opinions of the users of the setting.

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well. There are very good procedures in place which ensure that children are protected very well from abuse. The childminder is confident in knowing all signs, symptoms and procedures to follow and has record systems in place to document all existing injuries and concerns. Vetting and recruitment procedures are very robust. All required documentation is held and stored confidentially, criminal record checks of all adults working and living in the premises are made easily available and policies and procedures are effectively shared with the assistant. This ensures they are fully aware of their responsibilities and in turn keep children very safe and well protected. However, although the childminder has an appropriate complaints policy and to date, has not received any complaints, she is not fully secure in knowing her role and responsibilities in dealing with them. The effectiveness with which the setting deploys resources is outstanding and children clearly benefit and thrive in accommodation which is well suited to its purpose. For example, available space, which includes two extremely child-friendly play rooms is effectively organised to allow children of different ages and abilities to safely and freely move and access the resources both easily and independently.

Children with special educational needs and or disabilities are identified and supported very well. The childminder ensures children with different cultural backgrounds are valued and well integrated. She works extremely effectively with parents and they are heavily involved in decision making on key matters. For example, a health eating policy has been implemented as a result of parents voicing views and opinions regarding the contents of children's lunchboxes. Information on the setting is shared effectively through information being displayed and organised files which parents can take home and read. A very good two-way system is also in place to inform the parents of children's progress. For example, each child has their own communication book. The childminder develops solid links with other agencies. For example, she is actively involved in planning and providing activities with a local childminding group, children visit and shares individual development files with other settings that children attend. She is also a Childminding Mentor and helps to guide new childminder's through their first few months.

The childminder implements some excellent methods to improve the quality of the provision. For example, she monitors children progress, regularly reviews her policies and procedures and has completed the Ofsted self evaluation form. However, parent's views and opinions have not been taken into account when completing this. She has successfully improved her own skills and understanding by completing a Diploma in Childcare and Education in addition to a wealth of additional training, such as Food Hygiene, Music Matters, Early Arts, Early Nutrition, Baby Signing and Story Play Work. She demonstrates a very strong

commitment to self-evaluation which has resulted in sustained improvements in identified areas which have in turn, very successfully impacted on the outcomes for children. For example, after identifying a need to enhance her outdoor area, children have greatly benefitted in learning and physical development through obtaining a grant, which has been used successfully to create a wider access path to the front of the house and creating a landscaped play area with a large playhouse and decking.

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

The childminder provides a learning environment which is child-friendly, highly stimulating and is extremely effective in helping children progress towards the early learning goals. She provides an extensive range of rich, varied and good quality equipment and activities effectively challenge children of various ages and abilities. For example, children explore the textures and properties of lentils and split peas, as they play with it in the outside area. They are able to gain an excellent knowledge and understanding of the world through stimulating first hand experiences, such as feeding and cleaning out the pet guinea pigs, planting herbs and engaging in first hand experiences, such as visiting a local farm. They develop excellent skills in problem solving, reasoning and numeracy as part of their everyday play. For example, very young children enjoy counting the resources they are using with the childminder and more able children enjoy predicting whether items, such as cones and shells sink or float. The childminder is highly skilled. Her teaching is rooted in expert knowledge of learning and development requirements and a full understanding of how children learn. She uses spontaneous experiences to enhance their learning extremely well. For example, when children found a frog in the garden the childminder provided art activities and learning experiences, such as book about the frog life cycle. She also gives children time to revisit and consolidate their learning. For example, children play with a small world farm and read books regarding animals and farm, after visiting a local farm. She promotes communication language and literacy very well by involving younger children in all conversations and asking lots of open ended questions. As a result, they are beginning to use language for an increasing range of purposes. The childminder interacts extremely well with the children. She interacts sensitively in children's play, and effectively uses one-to-one time, and small groups to promote children's individual learning. For example, a quieter time when younger children are sleeping, is used effectively to promote more able children's' development. For example, with the drawing of shapes and the formation of letters and numbers. Children have lots of opportunities to develop choice and decision making skills. For example, they can choose where to play, independently access their own choice of activities and make choices regarding their food and drinks. As a result, they are developing a strong sense of belonging and extremely good independence. The childminder knows the children very well and effectively use information from observation and assessment to ensure they achieve as much as they can. She gathers detailed information from parents through both conversation and documentation to ascertain children's starting points effectively. She then regularly shares and collects information from rigorous observations from both her

and the parents. For example, through the completion of parent's summary forms. This is then used to effectively identify the children's ways forward and inform detailed documented planning.

Children's safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies and procedures. For example, six-monthly risk assessments and daily safety checks are conducted on all areas of the setting. An evacuation plan is written up and drills are regularly practised as well as recorded. Young children have very good opportunities to develop an understanding of keeping themselves safe through the childminders high quality interaction. For example, she shows young children how to handle knives safely by providing them with plastic knives and demonstrating how to hold and use them safely. There is a high emphasis on healthy living and eating. Children greatly benefit from opportunities to engage in a rich and wide range of physical activities and gain a secure understanding about the importance of regular exercise. For example, they attend mini gymnastics sessions and a soft play centre on a weekly basis. They also enjoy growing and sampling their own herbs and peppers. The childminder is an extremely good role model and implements effective strategies to encourage children to develop habits and behaviour appropriate to good learners. For example, lots of praise and encouragement is used and with very young children she skilfully uses distraction away from any potential disagreements. As a result, children's behaviour is exemplary and they are developing high levels of self esteem and confidence.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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