

Inspection report for early years provision

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Inspection date	06/06/2011
Inspector	Shan Jones
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).

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.

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Description of the childminding

The childminder was registered in 1998. She lives with her two children in Yapton, West Sussex. The whole of the ground floor of the childminder's house is used for childminding. There are toilet facilities on the ground floor. There is a fully enclosed garden for outside play. The family has a pet hedgehog, two rabbits and a hamster.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early year's age range. There are currently six children on roll; of these three are in the early years age group. Children attend various different sessions.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder has experience of caring for children with conditions such as autism and ADHD. The childminder 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 caring and motivated childminder has successfully created a warm and inclusive environment where children receive the support they need to make good progress in their learning and development. Positive and friendly relationships with parents and carers help the children to feel secure.

Overall her effective procedures ensure children are able to play in a safe, secure and stimulating environment where their welfare is well promoted. The childminder has a generally good awareness of how her practices support and encourage good outcomes for children. She demonstrates a positive 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:

- improve the record of risk assessment to include all assessments of risks for the premises
- develop partnership links with other local child care provisions, such as pre-school groups delivering the Early Years Foundation Stage, attended by minded children to enable continuity of their learning experiences

The effectiveness of leadership and management of the early years provision

The childminder fully understands her responsibility to safeguard children and has a range of written safety policies which are shared with parents and carers. She is confident in her ability to detect the potential signs and symptoms of abuse and understands the procedures to follow should she have any concerns about the welfare of a child in her care.

The childminder completes written risk assessments and visual checks each day to ensure the children have the freedom to explore and develop skills within a safe and secure environment. However, the risk assessment record does not accurately reflect all possible hazards to help towards keeping children safe. This does not affect the children's care as the childminder is vigilant in her supervision of the children. For example, she supervises children at all times and uses appropriate safety equipment such as stair gates to limit children's access to potential risk areas within the home. All required documentation is in place and children's attendance is accurately recorded.

The childminder demonstrates a dedicated and professional approach to childminding. Since the last inspection she has completed a range of additional training to ensure she has a good knowledge and understanding of how to promote children's welfare, learning and development. She is motivated to continue making changes that improve outcomes for children. This shows her commitment to maintaining continuous improvement of her child care provision.

Children make good progress in their learning and achieve well because the childminder makes good use of resources. Her home is welcoming and resources are well organised and accessible, enabling children to self-select materials and initiate learning in the dedicated playroom. All children have their developmental needs met and they achieve irrespective of their abilities or backgrounds. Children have good opportunities to learn about themselves, each other and the world around them through spontaneous play and planned activities.

Partnerships with parents are good and this contributes to children's well-being and attitude towards learning. The childminder plans for children's individual needs and manages their routines in accordance with parent's wishes. She uses her written policies and procedures to support her work and shares these with parents to ensure they are clear about her practice. Extensive consent forms ensure that parent's wishes are met and children are safeguarded.

Questionnaires are completed by parents to obtain their views about the provision; they make positive comments about the childminder. For example, 'Both my children feel happy and secure with your family'. 'The service you provide is fantastic and my child wouldn't be happy anywhere else'. Positive links have been established with the local schools some of the children attend. However, partnership with other providers of the Early Years Foundation Stage is not fully established to ensure all children's progression and continuity of learning.

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

The children appear very happy and settled with the childminder. They enjoy playing in the very welcoming playroom and using the wide range of toys and resources that the childminder provides to help them learn and develop. For very young children the childminder plans play activities around their normal routines of sleeping and meals.

The effective liaison with parents ensures that valuable information is shared and a full picture of each child's needs and abilities is obtained. An effective system for recording individual progress is used. The childminder observes and makes written notes about children's progress during both planned and spontaneous learning opportunities. This information is recorded alongside colourful photographs of the children enjoying their daily activities and samples of their creative work and this is used to identify next steps in their individual learning journey.

Children play and move around in a clean, tidy and well organised home, promoting their health and welfare. Children enjoy meals and snacks which are provided by their parents. They have free access to their own drinks throughout the day to ensure they are suitably hydrated.

Children's physical skills develop effectively through sufficient resources and challenges in the outdoor play area. All through the day, plenty of opportunities are provided for children to advance their coordination, control, manipulation and movement abilities. Suitable equipment is provided for babies to walk, hold, grasp and press.

The childminder interacts with warmth and affection. Consequently, the children are happy and confident. They are well behaved and have a good awareness of right and wrong, responding positively to directions from the childminder.

Younger children chat happily as they play and the childminder extends their language by introducing new vocabulary. As a result they are developing good communication skills. Children demonstrate a developing understanding of numbers, shapes and colours through daily routines, number rhymes, games and using relevant toys and equipment. Younger children are happy and content in exploring their own environment. A good range of programmable toys gives other children opportunities to acquire basic skills in operating simple equipment.

The childminder is committed to promoting the children's understanding and appreciation of the diversity of people within their local community and the wider world. She has resources such as 'small world' figures with different skin tones and books that show positive images of diversity. Children are encouraged to celebrate different cultural events and festivals.

Children use their imaginations and express their thoughts whilst using a varied selection of art materials to develop their creative skills. A range of textures and

sensory experiences, including painting, cooking and play dough, supports children's skills.

Children learn about living things as they observe the lifecycle of a caterpillar; they are fascinated as the butterflies emerge from its chrysalis. Ant colonies housed in the garden provide another interesting point for discussion with the children. Additional experiences, such as attending toddler groups and activity centres, local parks and visits to the farm with the childminder, provide children with developing awareness of their community and time to explore and further investigate the world around them.

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