

Inspection report for early years provision

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Inspection date	08/06/2011
Inspector	Daphne Prescott
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 1990. She lives with her husband and two adult children in the Goring area of Worthing in West Sussex. The ground floor of the childminder's house is the main area used for childminding purposes with toilet facilities in this area. There is a fully enclosed garden for outside play.

The childminder 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 when working on her own. When working with an assistant they may care for a maximum of eight children under eight years at any one time, of whom no more than five may be in the early years age range. There are currently nine children on roll of these six are in the early years age group. The childminder also offers care to children aged over eight years. Children attend different times of the week.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is a member of the National Childminding Association. The childminder holds a level 3 early years qualification and has gained a level 3 in quality assurance. She takes and collects children from Sandhurst, Goring and West Park schools. The family has several tortoises as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the care of this childminder. She provides an inclusive service in which they are treated as individuals and have their welfare needs met effectively. Overall, children make good progress in their learning and development, as they benefit from a wide range of stimulating and interesting activities. Generally, documentation is appropriately maintained. The childminder's self-evaluation is evolving and she demonstrates the capacity to maintain continuous improvements for the benefit of the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessments for the premises and each type of outing, stating who conducted it, when they were carried out, the dates of reviews and any action taken following a review or incident (Suitable premises, environment and equipment)

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

- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved
- improve observations by linking these to the six areas of learning to help plan children's next steps based on their interests and developing needs.

The effectiveness of leadership and management of the early years provision

The childminder is very secure in her knowledge and understanding of safeguarding issues. She is aware of the procedures to follow should she have concerns about the children to protect their welfare. The childminder implements a range of policies and procedures which support all aspects of children's wellbeing and safety. General risk assessments are undertaken for the premises and outings undertaken by the children. However, the record is not an accurate reflection of all possible hazards and some of the required details are missing. This is a breach of a specific legal welfare requirement. This does not affect the care of the children, as the childminder is extremely vigilant in ensuring there are no obvious safety hazards in her home and when on outings. The children learn about keeping themselves and others safe, for example, the childminder teaches the children about road safety when they are out and about. In case of emergency, children are familiar with the evacuation procedure, as this is practised with them. However, the details are currently not logged in order to further enhance their safety.

The childminder's home is clean and comfortable for children. She has organised her home well; this enables the children to select their own resources and activities and to explore and play happily. The lovely range of toys and resources support children's learning and development. The childminder offers an inclusive service and welcomes all children into her care. She demonstrates a positive attitude to liaising with professional agencies to ensure that children with special educational needs and/or disabilities are equally provided for. Children are learning about similarities and differences through festival celebrations. This creates an inclusive environment that encourages children to feel a sense of belonging and increases their understanding and knowledge of the wider world.

The childminder establishes good links with parents, and the information that they share helps to ensure children are settled and secure. Parents are aware of the childminder's practices because they receive clear information about the service she provides. Information is shared daily with parents; the childminder informs them about their child's development and activities they enjoy while in her care. She has a positive attitude to developing and forming links with other providers and has established effective links with the local pre-school to ensure continued progression of children's care, learning and development. The childminder demonstrates how she monitors and evaluates her practice and identifies areas of development. She is very keen to develop her practice and has acted on the recommendations made at the last inspection, thereby evidencing her commitment

to improving.

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

Children are secure, happy and show a strong sense of belonging in this warm and very caring environment. This is as a result of the childminder's kind and considerate care. She meets the individual needs of the children with enthusiasm and ensures they feel valued and respected. The childminder is secure in her knowledge of where children are in terms of their learning and development. Written observations and discussion demonstrate the children make good progress while in the care of the childminder. She observes the children in order to track their progress. However, these are not always linked to the six areas of learning to help plan their next steps.

Children are motivated to learn and have fun playing with the wide selection of play resources available to them. They play independently and are becoming active, inquisitive learners. Children thoroughly enjoy making chocolate chip cakes with the childminder. She supports children's language development through consistent, positive interaction and encouragement. The childminder uses open-ended questions to encourage the children to think for themselves, for example, "how many bun cases do we need?" Children are praised and congratulated as they count the correct number needed. Children learn about numeracy, such as counting and comparing when weighing the ingredients for the cake mixture. They have lovely opportunities to participate in a range of creative activities, such as gluing, sticking and painting. They enjoy designing and creating their own collage pictures using a variety of arts and crafts materials. Children are developing their early writing skills using a range of writing materials, such as pencils, crayons and paper.

Children develop good healthy lifestyles as they have plenty opportunities to enjoy fresh air and exercise in the childminder's garden, developing their physical skills. Children are encouraged to follow effective hygiene practices which minimises the risk of cross infection. They learn why they must wash their hands before and during the cooking activity and before eating. The childminder has a good understanding of the procedures to be followed in respect of a sick or injured child, including the administration of medication and accident management. The childminder makes sure that if parents who provide their children's food it is stored and reheated appropriately to ensure it remains fresh and consumable. Children are also given regular drinks of water to quench their thirst. They experience sociable mealtimes and suitable furniture is available to enable them to sit comfortably and enjoy their food. The childminder has a calm and relaxed approach and the children respond very well to her. Children are encouraged to explore and be curious while being well supervised at all times. As a result, children are well behaved and receive appropriate care, good support and praise at every opportunity, which increases their overall wellbeing and promotes a sense of trust.

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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