

## Inspection report for early years provision

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<b>Unique reference number</b>	148872
<b>Inspection date</b>	05/07/2011
<b>Inspector</b>	Lisa Toole
<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 was registered in 2001. She lives with her partner and three children aged 10, three years and one child under one year in Brighton, Sussex. The majority of the childminder's home is used for childminding and there is an enclosed rear garden available for outside play. The family have one cat. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently three children on roll, in the early years age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's experience and very good understanding of her role and responsibilities ensures that each unique child is safe and well cared for. Partnership working is exemplary and serves to ensure consistency of care and to support children's learning highly effectively. Children are all making excellent progress in their overall learning and development within the Early Years Foundation Stage. Documentation for the safe management of the provision is mostly appropriately maintained. The childminder shows a strong commitment to driving further improvement, in order to enhance her care 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:

- maintain a record of children's hours of attendance (also applies to the compulsory and voluntary parts of the Childcare Register) 28/07/2011

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

- Consider recording risk assessments for each type of outing to aid future reviews
- include children's full names in the medication record.

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

Arrangements for safeguarding children are good because the childminder ensures children are protected from persons who have not been vetted and clearly

understands her role and responsibilities regarding child protection. She offers children space to move around and play freely and safely, both indoors and outdoors, using a good range of resources to support their play and learning needs. Risk assessments contribute to her safeguarding arrangements and ensure that children play in safe environments and are kept safe on outings. A written record of her home risk assessment is made, as required, but the childminder has not considered the benefit of extending this to include the assessments she does for each type of outing she undertakes, so as to aid her future review of them. Most mandatory documentation to support her practice and to ensure the welfare of each child is in place, although the children's hours of attendance are not recorded at all. The medication record is mostly well maintained, although one entry does not show the child's full name. These lapses in documentation have a small impact on her safeguarding procedures.

Equality and diversity feature highly in the childminder's provision. She reflects ethnicity, culture, disability and gender throughout her activities and resources, to help children learn about respect and making a positive contribution in a diverse society. Children are strongly respected for their individuality and the childminder works closely with parents to support this. Her partnerships are exceptionally good; this significantly contributes to the excellent outcomes for each child because she takes the time to get to know their families and works with them to support their child's care, learning and development. Parents are very strongly encouraged to take an active role in their child's learning, through sharing their children's current interests and by providing the childminder with their views about her practice. Feedback is given verbally and in writing to keep them informed about their child's day with the childminder. Excellent links are also maintained with local schools and other early years settings the children attend, to support their individualised care.

Self-evaluation and reflective practice are used to identify strengths and areas to develop further in order to drive the childminder's improvement. The childminder shows a strong commitment to providing at least good quality childcare and has met the recommendations raised at her last inspection. She increases her knowledge base and skills through attending a broad range of courses, reflecting on what she has learnt, then implementing changes to further improve the outcomes and opportunities for the children.

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

Children are making very good progress in all areas of learning towards the early learning goals of the Early Years Foundation Stage, because of the exceptionally good quality care and education they receive. Children demonstrate through their behaviour that they are extremely happy, settled and comfortable in the childminder's care. Their wonderful use of imaginative role play is extremely well supported by the childminder, as they act out chasing dragons, using large cardboard boxes as boats, and child-sized snooker cues as oars to row away with. At other times, they use twigs to make a pretend camp fire, to cook imaginary fish

they have caught, eating fresh blackberries picked from the childminder's garden as they play. They are learning about key skills for the future through excellent teaching by the childminder to narrow any achievement gaps and they participate in a broad range of activities planned by the childminder. Children show understanding of simple addition, size and concepts such as fast and slow, through practical activities such as watching how quickly water flows from the hosepipe as they prepare to water the garden. Their language and literacy, other key skills, are extremely well supported and encouraged through active learning and critical thinking. Laying a roll of paper on the ground to paint on provides children with excellent problem solving opportunities as they work out what materials they need to hold the edges down, finding different weighted items to do so. Each child's personal learning is supported through routine observation and assessment by the childminder, with extension activities planned to help them make progress across all six areas of learning.

Children enjoy a healthy lifestyle because they are encouraged to be physically active, for example, as they work together to pull another child up the small slide in the garden, commenting how they are using their muscles to do so. The food provided by the childminder supports a very healthy diet, with plenty of fresh fruit and vegetables, as well as balanced meals and regular drinks so they don't get thirsty.

The childminder teaches the children about safety and taking manageable risks, for instance when they practise balancing on wood in the garden and climb up and down the slide and access the raised playhouse. Daily experiences such as crossing roads help them to learn about keeping safe while out and about. The children speak confidently about what to do in the event of a fire, because the childminder teaches them about the emergency number to phone and to learn their address. All of the children benefit from clear behavioural expectations, along with plenty of praise and encouragement, so they learn about right and wrong. They learn to be respectful to each other and those around them, whilst also learning important lessons about equality and diversity.

## 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	1
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	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	2
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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	1
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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report in relation to the register of attendance (Records to be kept) 28/07/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report in relation to the register of attendance (Records to be kept) 28/07/2011