

Inspection report for early years provision

Unique reference number	114989
Inspection date	21/07/2011
Inspector	Shan Jones

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 1993. She lives with her husband and adult in Worthing, West Sussex. The majority of the ground floor of the childminder's house is used for childminding with toilet facilities on this floor. A first floor bedroom is available for sleep/rest periods. Children have access to an enclosed outdoor play area.

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 year's age range. When working with her assistant a maximum of five children may be cared for in the early year's age range at any one time. There are currently seven children on roll, of whom four are in the early years age group. She also offers care to children aged over five years to 11 years. Children attend different times of the week. The childminder regularly works with her husband and son who are her assistants.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from local schools. She attends the local parent/toddler group and is a member of the National Childminding Association. The family has a parrot, geckos, tortoise, chickens and fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very happy, welcoming and inclusive environment where all children are highly motivated and extremely well cared for. Overall, she provides children with exceptional support and exciting learning opportunities. Children are extremely safe and secure both within the setting and when on trips. The childminder forges exceptionally close partnerships with parents to ensure children receive consistent, high quality care. She has a strong commitment and drive to bring about sustainable improvements to her provision and has high aspirations for the future.

What steps need to be taken to improve provision further?

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

- develop further the outdoor play area to provide continuous provision for the six areas of learning

The effectiveness of leadership and management of the early years provision

The childminder has highly effective systems to protect children from people who have not been vetted. Her thorough understanding of safeguarding issues ensures she is able to protect children from harm of abuse. She promotes children's safety to a very high standard by regularly assessing and minimising potential hazards on her premises and for all outings. The childminder has a good range of policies and procedures pertinent to the efficient operation and management of the setting. These are shared successfully with parents. The childminder provides a warm and welcoming family environment and develops trusting relationships with children, helping them feel safe and secure. Children's good health and wellbeing is fully promoted. Essential information on any special dietary or health needs is sought before they attend. For example, parents share detailed written information with the childminder with regard to children's dietary and medical requirements. She plans a vast varied range of activities and learning opportunities for children. The home environment is extremely well organised, therefore ensuring children have ample opportunity to freely select resources and make independent choices. They benefit from experiences that are provided in the setting or those that take place at local groups and through the extensive well planned trips and outings.

All children are valued and treated with respect by the childminder who ensures their individual needs are identified and met. Planning of daily routines is appropriately flexible and the childminder reviews and adapts the environment to best meet the needs of the children who attend. The childminder has excellent strategies for building superb relationships with parents which contributes significantly to children's well-being. Parents provide written information on their child's likes, dislikes and needs which aids a smooth transition into her care. The childminder has put together a DVD for the parents and children which charts the wonderful time they had over the summer holidays visiting places of interest. Such as; National trust woodlands, various theme parks and pottery craft sessions. Parents are able to leave their children, confident they are safe and nurtured. They feel very confident to express their views verbally as well as through parental questionnaires, which are well received and the feedback from them is valued and acted upon by the childminder. The childminder is creative at finding ways in which she can develop the service she provides. For example, through attending training, sourcing the opinions of parents, professionals and the children. Links with other providers are effective and promote the integration of care.

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

Children benefit from a very relaxing environment where they receive a high level of attention to help them feel special. They have fun together and form trusting relationships and respond positively to the childminder's enthusiasm. Children have excellent opportunities to learn and develop through both planned and unplanned

activities and with and without adult support. Very good knowledge of how children learn through play supports individual needs. All activities help children progress toward the early learning goals and all learning is recorded through observations and photographs, which supports future planning and assessments of children. She is also highly supportive and encouraging when directing play, and asks many good questions; to stimulate children's thinking and help them actively learn and solve problems. The environment is vibrant and full of learning opportunities, play resources and posters reflect a stimulating and interesting learning environment. Children play both indoors and outdoors which helps children learn about the outdoors, they are currently growing sunflowers, watering them and measuring them. However, the outdoor area does not fully promote continuous provision for the six areas of learning, to further enhance their learning and development.

Children are well nourished and receive meals which are reflective of their dietary needs and preferences. They enjoy healthy snacks of fresh fruit and participate in cooking activities which further develops their understanding of healthy food options. Children engage in a wide range of exciting outdoor activities away from the home. This allows them to experience a range of outdoor pursuits to help them learn about their immediate environment and encourage their physical development. For example, participation in the annual 'Toddler Pedal' encourages children to ride their tricycles and adopt a healthy lifestyle in aid of good causes. Children have good opportunities to celebrate aspects of their own cultures and those of other people by exploring different foods, stories and celebrations. The childminder recognises the importance of valuing the interests and enthusiasms of all children. For example, she organises the environment based on the children's interests with focus on castles and knights linked to the latest 'Harry Potter' movie, This allow boys to indulge in their own choice of role play within a safe environment.

Children's safety is promoted excellently as stringent procedures are in place. The childminder continually raises children's awareness of personal safety as they practise the fire drill and as she talks with them about stranger danger, water and road safety. She instils in the children a sense of taking responsibility for their own actions ensuring they know the consequence of their behaviour. Children enjoy challenging and worthwhile activities, which the childminder adapts skilfully so they can all take part. Consequently, unwanted behaviour is minimised. They feel safe and secure in the childminder's care, as is evident through their continual smiles, laughter and chatter as they play and they respond very positively to the childminder's kind, caring and calm manner.

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	1
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
The extent to which children feel safe	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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