

## Inspection report for early years provision

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<b>Unique reference number</b>	EY427562
<b>Inspection date</b>	13/09/2011
<b>Inspector</b>	Sue Taylor
<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 2011. She lives with her parents in Uckfield, close to local shops, woodlands and schools. Her mother is a registered childminder and her father is a childminding assistant. Childminding generally takes place on the ground floor and the first floor bedrooms are used for young children to sleep. There is also a fully enclosed garden available for outside play. The family have no pets.

When working on her own, the childminder is registered on the Early Years Register and the compulsory part of the Childcare Register 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 with another childminder or an assistant, a maximum of 12 children may be cared for, of whom six may be in the early years age group and two may be under one year. The childminders are currently minding 11 children in the early years age range. She is also registered by Ofsted on the voluntary part of the Childcare Register to provide care for children aged eight years and over. The childminder is not registered to provide overnight care.

The childminder collects children from the local school and attends toddler groups on a regular basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder provides a wonderful learning environment for children, whose ongoing progress is excellent. Highly effective relationships between the childminder and parents enable individual children's care needs to be met extremely well, and in the main, parents contribute effectively to children's learning assessments. The childminder is very clear about what she needs to do when a child attends another Early Years setting to support the continuity of their care and learning. Each child is highly valued and respected as an individual. Children's well-being is significantly enhanced by exceptional organisation, risk assessment and planning for 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:

- reflecting on ways to clearly emphasise how parents and others contribute to children's ongoing learning.

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

There is a comprehensive awareness of safeguarding issues by the childminder and her co-childminder, both of whom receive regular training on child protection. The very detailed written safeguarding policy and procedures are regularly reviewed and support practices that enable any concern to be dealt with effectively. The environment used by the children is extremely safe, well organised and creates maximum space for children to explore both indoors and outside. All legally required and relevant records are well maintained and organised, with both childminders knowing how to use them accurately.

The childminder works exceptionally well with her co-childminder. Communication is excellent and this supports the outstanding care that children receive. The childminder is very motivated and keen to continually develop her knowledge and practices. Plans for the future include further training and are about improving outcomes and experiences for all children. For example, a vegetable plot in the garden is planned to supplement trips to the local allotment and she has introduced a toy library for the children. Although this is the childminder's first inspection, she has been instrumental in making very positive changes and introducing new systems that both childminders are very happy with. These changes include ideas expressed by parents and children, such as named coat pegs. The childminder has a great belief in what she does and this in turn sparks the children's enthusiasm to take part in activities and achieve.

The childminder is highly effective in enabling the integration of all children and encouraging them to take part in activities, if they wish to. This actively promotes equality of opportunity. She has an extremely good knowledge of each child's background and needs, in particular, those of her key children. Excellent partnership working with her co-childminder ensures, as far as possible, that each child receives high levels of support. The monitoring and tracking systems in place enable the childminder to be successful in taking steps to close any identified gaps in children's achievement. Consequently, the outcomes for children are very positive. These are clearly attributed to excellent use of resources, including how the childminders work together. Children visibly benefit from, and thrive as a result of, the care and attention they receive. They have easy access to a very broad range of toys and games, both indoors and outside, that effectively support their learning. In addition, attendance at toddler groups or trips out enhances their learning experiences.

Partnerships are well-established, making a good contribution to children's achievement and well-being. The childminder is fully aware of the need to liaise with other providers of the Early Years Foundation Stage, when this is required for individual children, to ensure the progression and continuity of their learning and care. There is a highly positive relationship with all parents, who are very well informed about all aspects of their own children's achievement, well-being and development. This may be from discussions, the sharing of the learning journeys or through the daily care diaries. Parents are encouraged to share their own views and thoughts about their child's progress; however, it is not always clear how

these contributions are valued and included in the assessment processes.

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

All children are cared for in a highly stimulating and welcoming environment. The exceptionally well organised day provides interesting, varied and imaginative experiences that meet the needs of all children exceedingly well. In addition to the excellent adult planned activities, children have many opportunities for making their own choices about their play. Both childminders know how their learning processes work, and children's next steps are identified and clearly planned for. There is an excellent awareness of each child's needs. Children play a full and active role in their learning, showing great curiosity with a desire to explore. As a result, they are inquisitive learners, developing excellent skills for future learning.

The childminders manage to capture children's learning through written observations and photographs. For example, photographs show a look of complete concentration on the face of a toddler as they explore gloop or as another uses all her senses to explore varied household items such a sieve. The excellent range of opportunities and experiences that children take part in is numerous and fully supports a nurturing environment, where every child is valued. An example is seen as all children have fun exploring different fruits, with the older ones knowing what are stones or pips, then using the fruit and paint to create pictures.

All children show a strong sense of security and feel safe within the setting. They learn to keep themselves safe as they regularly practise fire drills and road crossing, for example, taking responsibility for checking the roads are clear. When playing energetically in the garden, the older children keep an eye out for the younger ones, showing a mature response to taking responsibility for their own and others' safety. A young child shows care and concern as she takes a doll over to another child who had earlier been crying.

Children have lovely opportunities to engage in a wide range of physical activities, both indoors and out. This helps them benefit from a healthy lifestyle and supports their physical development. For example, the older children devise race courses, trying to beat the time it takes them to complete it. The local woods are used regularly for walks and a story line of photographs chosen by the children explains what the children found and explored, during a recent walk in the wet weather. Snacks and home cooked meals are nutritious and balanced. Alternatively, parents are given an excellent guide to the provision of healthy lunch boxes. Children take responsibility for their own health as they wash their hands before eating or after the toilet, fully aware which is their flannel for hand drying.

All children engage in a wide range of activities and experiences, which helps them to value diversity. For example, the childminder shares the news and progress of a sponsored child in Zambia. Children's behaviour is exemplary and they gain an excellent awareness of responsibility within the setting and beyond. For example, they willingly help tidy up and enjoy regular trips to the allotment or to the local

animal rescue centre where the childminders sponsor a cat bed.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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