

Inspection report for early years provision

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Inspection date	15/09/2011
Inspector	Janet Thouless
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.

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Description of the childminding

The childminder has been registered since 2011. She lives with her husband and young family in Horsham, West Sussex. The whole of the ground floor of the home is used for childminding purposes where children have access to a lounge, dining room, kitchen and an upstairs bedroom for sleeping purposes. Access to the first floor is restricted by the use of a stair gate. Bathroom facilities are located on the ground and first floors. Children have daily opportunities for outdoor play within the secure garden.

The childminder is registered to care for a maximum of four children, of whom no more than two may be in the early years age group. She is currently minding two children on a part-time basis in this age group. The childminder also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. The childminder takes and collects children from local schools and pre-schools and takes children to places of interest, such as local parks and National Trust properties. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder promotes all aspects of children's care, welfare and development and they are cared for in a warm, friendly home environment where their needs are well met. They make good progress in their learning, overall. The childminder works in close partnership with parents to identify and meet children's individual needs. The childminder has begun to informally evaluate her service to identify any action required. This ensures her provision is continually improving to meet both the welfare, learning and development needs of the children for whom she cares.

What steps need to be taken to improve provision further?

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

- develop further the systems for self-evaluation to continually improve outcomes for children
- develop further the systems for planning, observations and assessment and use the information gained to plan for children's next steps in learning.

The effectiveness of leadership and management of the early years provision

The childminder is clear about her responsibility to safeguard children and is aware of signs and symptoms that may indicate that a child may be at risk of harm. This enables her to follow the appropriate procedures should she ever have any concerns about a child in her care. The good relationship she maintains with parents ensures that there is an open exchange of information with them to further assist in safeguarding children. All required documentation is available, well maintained and confidentially stored. The childminder has begun to make use of self-evaluation to enable her to identify areas of change and improvement within her provision. For example, she has fitted locks to a number of cupboards in the kitchen but allocated one cupboard so young children can access the contents safely. A coffee table in the lounge is to be removed to create more play space. Thus, demonstrating a clear ability to continue to improve the quality of her provision for all children. However, this is in its infancy. Written risk assessments along with daily visual checks are in place that clearly identifies aspects of the home, garden and outings that need to be checked on a regular basis. As a result, hazards to children both indoors and out are minimised.

The childminder uses available space within her home effectively so children have sufficient room to move around and explore resources on offer. Resources are organised to develop children's independence as they choose toys to play with. The childminder supervises the children carefully and ensures the equipment and toys they use are safe and appropriate for their stage of development. For example, small items are removed so they do not pose a hazard to younger children. Play resources provide positive images for children to promote their awareness of culture and diversity.

The childminder develops positive relationships with parents to ensure she knows the culture and background of each child. This contributes to inclusive practice, meeting children's needs consistently and providing continuity of care. For example, children's individual daily routines are identified and respected. Parents are kept fully informed of their children's progress through daily discussions and the use of a daily diary. Parents are able to view their children's profiles and this enables them to be fully involved and contribute to their children's record of achievement. This contributes to good partnership working. There are currently no children who attend other settings, or require additional professional support. However, the childminder positively demonstrates a willingness to work with other professional and agencies to meet the individual needs of the children.

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

Children receive good attention and have developed strong attachments with the childminder. They are happy, confident and enjoy positive interaction and good support with their learning and development. As a result, children feel safe and

secure in the childminder's care. The childminder has a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage framework. Consequently, children enjoy a varied range of child-initiated and adult-led activities across all six areas of learning. The childminder monitors their development through regular observations and assessments to inform curriculum planning. Although the childminder recognises children's learning needs, these systems are in the early stages of development and do not always inform planning sufficiently.

Children gain a sense of security and familiarity through repeated interaction with the childminder. They happily explore new experiences and demonstrate good levels of interest and involvement. For example, they enjoy pushing buttons on computerised resources, stacking pots and posting shapes into the cookie jar. The childminder gives them time to repeatedly practice acquired skills. Children benefit from spending time outdoors every day, either to the park or in the garden. For example, they take buckets and spades to the local park to play in the sand. They enjoy playing with role play items in the garden which include a kitchen unit, dolls and prams. The childminder supports children in their play, skilfully allowing them the freedom to play alone, constantly aware of what they are doing so she can offer support and encouragement if needed. The childminder constantly talks to them explaining what she is doing, for example 'Lets take off this top because its very wet' to a child who is teething.

The childminder is vigilant in keeping young children safe and supporting older children's understanding on how to keep themselves safe. A baby alarm is used to monitor sleeping babies and older children discuss road safety whilst out and about within the local community. Children adopt healthy lifestyles because the childminder promotes healthy eating, drinking and regular exercise. For example, they have fresh fruits for snacks and home cooked meals every day, with individual diets carefully catered for. Water is on offer at all times. The childminder respects younger children's wishes when they show they are no longer hungry or thirsty. Good hygiene routines are promoted as children wash and dry their hands with liquid soap and paper towels. There are appropriate record systems in place to administer medication and record accidents. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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	3
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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