

Inspection report for early years provision

Unique reference number	114634
Inspection date	14/09/2011
Inspector	Shan Jones
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 was registered in 2000. She lives with her husband and two school-aged children in the Durrington area of Worthing, West Sussex. The whole of the property is used for childminding, with toilet facilities on both levels and sleeping facilities upstairs. Children have access to an enclosed outdoor play area. The family has a pet guinea pig and fish.

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. There are currently six children on roll, of whom two are in the early years age group. She also offers care to children aged over five years to 11 years. Children attend at different times of the week. The childminder's husband is her registered assistant.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She takes and collects children from local schools. She also attends parent and toddler groups. The childminder is a member of the National Childminding Association. She has a National Vocational Qualification at level 3 in Early Years and Child Care and also holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children are happy, confident and extremely well settled within the childminder's warm, welcoming home. They clearly thrive and make rapid progress in a setting that genuinely recognises their uniqueness and individuality. Her exemplary records clearly show the outstanding progress children make in all areas of learning. Highly positive partnerships with parents and other providers ensure the childminder fully meets children's individual needs. She has highly effective systems in place to monitor and evaluate her practice and shows a very strong commitment to continuously improving outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the outdoor area further to support children with their communication and understanding by planning an environment that is rich in signs, symbols, notices, numbers, words, rhymes, books, and pictures.

The effectiveness of leadership and management of the early years provision

Safeguarding is given high importance by the childminder. She demonstrates an excellent understanding of local safeguarding procedures and of her responsibilities to record and report any concerns. The childminder keeps up-to-date with the latest child protection issues and has updated her knowledge through attending training. She has an in-depth understanding of the requirements of the Early Years Foundation Stage and her responsibilities as a childminder. Her extensive, regularly reviewed and well-written policies and procedures are maintained and implemented very well to protect children's welfare. The childminder completes an annual, detailed written risk assessment of the whole premises. Visual checks are also completed on the home and garden every day before children arrive to help ensure a safe environment. Risk assessments are also completed for any environment that the childminder takes children to, such as when walking to school and visiting the local shops, drop-in groups and parks.

Children play in a safe, child-friendly environment which positively encourages their learning. They have access to a great range of high quality equipment and toys which is suitable for all ages and stages of development. Resources are arranged attractively. They are easily accessible and labelled with both words and pictures. As a result, children confidently self-select from the toys and make decisions about what they do. They know they have an important place in the childminder's home because vibrant displays of photographs reflect their achievements and personalities. The childminder encourages children to understand and appreciate difference. For example, she effectively uses resources that reflect different cultures and disability and children gain an awareness of different religious and cultural festivals. The childminder has a good understanding of how to successfully meet the needs of children with special educational needs and/or disabilities and those who speak English as an additional language. For example, she obtains as much information as possible about each child's individual needs from parents, and agrees with them how they can work together to meet these needs.

The childminder develops extremely effective links with parents and carers, together with other professionals involved in the care and education of the children. This enables her to plan activities to meet the individual needs of the children. Daily feedback sheets, photographs and regular discussions ensure the parents are kept extremely well informed about the care their child receives. Parents have expressed their confidence and pleasure in the provision through many letters and references. The childminder is very reflective and constantly reviews her service. For example, she is looking at how to make the most of the available play space to further improve the environment. Her commitment and dedication enable her to offer an excellent standard of care and education to the children.

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

Children are achieving and progressing extremely well towards the early learning goals in relation to their starting points. The childminder skilfully plans and provides an excellent range of activities which are challenging, stimulating and fully support children's learning. Her ongoing and detailed observations and assessments effectively help her to monitor children's progress and achievements and to identify areas for further development. The childminder provides a wonderful learning environment and successfully enables children to develop their skills for the future. Children are developing very good communication skills and participate in in-depth conversations. The childminder is skilled at using questioning and explanation to help children learn through their play. For example, when the children offer to make her an imaginary lunch, they study the 'five a day' fruit and vegetable chart together. They discuss why certain food groups are good for you and how these benefit our bodies.

The indoor and outdoor environments, together with the equipment and toys, are extremely well maintained. Children relish outdoor play and the all-in-one wet suits enable them to stay outside even in wet weather. However, the outdoor area is not rich in visual aids, such as signs, symbols, notices and pictures, to further support children with their communication and understanding.

Children's experience is extended by going on a range of outings. They go to toddler groups where they mix with other children from the community. The childminder is implementing the principles of the Forest School movement. She knows when children do not need adult intervention and allows them to learn safely about risk taking. This allows children to use their imaginations and create innovative play situations around the garden and when on trips. Group activities build on the children's confidence and self-esteem as they use tools with increasing confidence and learn boundaries whilst being encouraged to take risks. The childminder discusses feeling safe with the children on a regular basis and uses everyday routines, such as cooking, to do so. Children are learning extremely well how to negotiate with each other over sharing toys and taking turns. The childminder's calm and sensitive approach helps children to build relationships and respect one another. Excellent use of praise and encouragement helps children to develop high levels of self-confidence.

Children's welfare is of paramount importance to the childminder, which helps children to follow a healthy lifestyle. They are learning to be independent in managing their personal care and know why it is important to wash their hands after handling the family guinea pig. Children are well nourished and receive meals which meet their dietary needs and preferences. They are encouraged to choose their preferred options and enjoy healthy lunches of scrambled eggs with cheese and cucumber slices. Children independently select their aprons and skilfully crack and whisk the eggs with milk. Cooking activities are a regular feature of their day which further develops their understanding of healthy food options. Overall, children thrive in a setting where they are free to learn, explore, experiment and have fun. The childminder values the children as individuals and provides many

opportunities for them to grow and flourish.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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