

Inspection report for early years provision

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Inspection date	20/09/2011
Inspector	Jacqueline Munden
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.

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 1997. She lives with her husband, two adult children and one child aged nine years in Haywards Heath. The whole of the house is available for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years. Of these, three may be in the early years age group at any one time. At present, she is caring for three children, all of whom are in the early years age group. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed into the safe and caring environment where they are valued and included. Strong relationships forged with parents and others involved in the children's care ensures their individual needs are met well. Overall, children's learning and development are promoted successfully. The childminder evaluates her practice effectively enabling her to identify areas to further develop. This demonstrates a strong commitment to drive improvements for children.

What steps need to be taken to improve provision further?

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

- further develop plans of appropriate play and learning experiences to help children reach their planned next steps to enhance their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder gives high regard to promoting children's safety. Thorough risk assessments are conducted within the home and for outings with effective measures being taken to minimise possible risks. For example, equipment including the fire blanket and first aid kit are replaced regularly to ensure the childminder can respond appropriately in emergencies. When out and about the children wear wrist bands with the childminder's telephone number in case they become detached from her. The childminder and members of her household are suitably vetted. She is clear about the procedure to follow should she have a child protection concern regarding a child in their care. A comprehensive range of policies and procedures that underpin the childminder's good practice are updated

and shared with parents.

All the appropriate records and parental consents are in place to promote children's good health and welfare are met. For example, details about children's dietary needs. The childminder organises her home and time well. Children play with a wide range of accessible resources both indoors and outside. Since the last inspection, the childminder has made improvements to her provision. She evaluates her practice effectively seeking the views of parents and children to help her identify areas for development. The childminder is keen to continue to drive improvements in her setting.

Equality and diversity are promoted well. Children look at books and use some resources that promote positive images of all people in society. Although no children with special educational needs and/or disabilities attend at present, the childminder is clear how she would support them. The childminder uses publications to help her understand medical conditions and support children with special dietary needs. Close liaison with other providers of the Early Years Foundation Stage which children attend, such as pre-schools, promotes continuity in their care. It also helps them to settle in new environments. The childminder forms strong partnerships with parents from the outset which benefits children. Effective systems are used to share information on a regular basis. As well as discussions these include a written record of their development. Parents are fully involved in their child's learning as they contribute to these. Parents report they are extremely happy with the care their children receive and the progress they make.

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

Children are very happy and settled. They feel safe and secure with the childminder. They enjoy and achieve well and make good progress in all areas of their learning. The childminder provides a wide range of activities, both in and outside the home. Overall, these help children meet the planned next steps in their development. The natural world is used well as a basis for their learning, much of which takes part outdoors, also benefiting their good health. For example, at the farm children are fascinated by the goats balancing along structures in their pen. The childminder encourages children to develop their own balancing skills, using their arms stretched out to help them. A trip to a sandy beach offers children new experiences. They explore as they dig in the sand, count the sea gulls and ride on the road train. The childminder plans a trip to a stony beach to offer a comparison. Children enjoy playing in the snow and experiment with ice cubes, finding out what happens when they are left somewhere warm.

The childminder actively helps children develop their language. She encourages communication at all times which results in children being confident speakers. Children's interest in books is fostered. Pop up books are firm favourites and these are used well to promote their learning. For example, children are delighted as they take turns to turn the pages and see what appears. Children aged three years

learn the names of animals and mimic the sounds they make. They count the meerkats and note that the porcupine is spiky. They start to notice some relevant letters in print, and write their name. Children aged one year equally relish looking at books and repeatedly select another one and take it to the childminder. They too eagerly turn the pages, pointing at objects and repeat the words the childminder says. Therefore, their communication skills and vocabulary increases. Children equally enjoy initiating their own ideas and selecting resources. For example, they build towers with large building blocks. Getting taller and taller and excitedly noticing when they get taller than themselves.

Children learn good skills for the future. They use computers and electronic toys such as a cash register as they role play as shop keepers. They make marks and use numbers in their play. All children can take part as the childminder provides suitable equipment. For example, large, easy-grip painting materials. Children learn to be independent as they make choices of what to play with. They learn to share toys, use good manners and respect others. Children are learning effective ways in which to keep themselves safe. They follow safety procedures when out walking and crossing the roads and take part in fire drills in the home. Healthy lifestyles are promoted well as children spend lots of time outdoors and follow effective hygiene routines. .

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	2
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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