

Inspection report for early years provision

Unique reference number	114576
Inspection date	15/09/2011
Inspector	Daphne Prescott

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 1989. She lives with her husband and two children in Hurstpierpoint, West Sussex. The whole of the ground floor of the property is used for childminding purposes with toilet facilities upstairs. There is a fully enclosed garden available for outside play.

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 21 children on roll, of whom nine are in the early years age group. The childminder also offers care to children aged over eight years. Children attend at different times of the week.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has two cats, a dog, a gerbil and some fish.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides an environment where children are warmly welcomed.. Children enjoy a range of stimulating activities although these are not always easily accessible. They are making sound progress although the childminder does not make fully effective use of observations to plan for their individual learning needs. The childminder communicates effectively with parents and other professionals and this helps her to meet children's unique needs. Generally, documentation is appropriately maintained although risk assessments and fire drills are not recorded. The childminder's self-evaluation is evolving to support maintaining continuous improvements for the benefit of the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 06/10/2011

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

- support children's growing independence, with particular regard to reviewing the organisation of learning resources to allow easy access to toys and

- equipment
- develop further the use of observations of children's achievements to identify learning priorities and plan relevant experiences for the next stages in their development
- maintain a record of evacuation drills in a fire log book and include details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder has an appropriate understanding of the importance of safeguarding children and is aware of the child protection procedures to follow if she is concerned about a child. Children play safely as they are suitably supervised by the childminder. However, there are no records of risk assessments for the premises. This is a breach of a specific legal welfare requirement. This does not affect the care on offer to the children as the childminder demonstrates a clear understanding of keeping children safe while in her care.

Children have sufficient space to explore their toys and activities. They have use of a wide range of toys and equipment that are generally organised at a low level to encourage them to choose those they wish to play with. However, some of the toys are not easily accessible which means that children cannot access them independently. The childminder plans trips out to several community activities, such as to toddler groups, and this helps children socialise and develop an understanding of the world around them. She has a good awareness of the importance of embracing diversity and respecting the needs of others. She plans activities throughout the year around festivals which helps children to gain awareness of diversity and truly value differences.

The childminder has established effective relationships with parents which helps her to offer appropriate and consistent care to children. She keeps them well informed about their child's day through written and daily verbal communication. Parental comments indicate they are extremely happy with the care provided. A range of written policies and procedures to underpin the childminder's practice are shared with parents so that they are fully aware of the service she provides. The childminder has established good links with other settings that provide the Early Years Foundation Stage to ensure a shared approach to children's care, learning and development.

The childminder is beginning to monitor the effectiveness of her provision through self-evaluation of her setting. She recognises the importance of continually developing her knowledge and skills through attending relevant training courses. For example, by attending 'Including all children' training, the knowledge she has gained has enhanced the care and learning experiences she provides for the children. The childminder has addressed the previous recommendations from her last inspection improving outcomes for children.

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

The childminder has a warm and caring relationship with children. They demonstrate that they feel secure and safe in her care as they become absorbed in their play. Younger children smile and laugh with the childminder and are confident to play on the floor to explore their surroundings. The childminder aims to provide a service that is inclusive for all children and makes sure they can all join in. She is aware of the children's overall development based on their likes and interests. The childminder is beginning to observe children's involvement in activities. However, she is not using the observations to help identify the next steps for all children's learning to promote their progress effectively towards the early learning goals.

Children's skills for the future are developing as they spend time looking at books with the childminder, learning how to turn the pages carefully. The childminder spends time talking to children and she tells stories to encourage their speaking and listening skills. Children also have a range of press button or computerised toys to support their understanding of how things work. They listen with enjoyment and respond to songs as they clap their hands. They also explore sound, playing with musical instruments as they tap their tambourines. Mark-making activities include opportunities for drawing which develops children's early writing skills. The childminder also provides creative activities which include painting and sticking, which helps towards developing their imagination. Children enjoy daily fresh air and exercise in the garden and/or at the park when they have opportunities to climb, slide and balance on play equipment.

The childminder takes reasonable steps to ensure children in her care remain healthy and free from cross infection. Parents provide their children's food and the childminder makes sure it is stored in the refrigerator and reheated appropriately. Children are also given regular drinks of water to quench their thirst. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately. Children are developing an understanding of healthy lifestyles because the childminder ensures appropriate hygiene practices are in place. For example, children are learning to wash their hands after using the toilet and before and after eating. Children are developing their understanding of keeping safe when outdoors as the childminder talks to them about crossing the roads safely. Young children are also safely harnessed into the pushchair to keep them safe. In case of emergency, children are familiar with the evacuation procedure, as this is practised with them. However, the details are currently not logged in order to further enhance their safety. Enthusiastic praise from the childminder promotes children's good behaviour, with clear expectations in place to help them learn about right and wrong. Their appreciation of others and their ability to share and take turns is confidently promoted by the childminder.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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