

Inspection report for early years provision

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Inspection date	25/10/2011
Inspector	Helen Penticost
Type of setting	Childminder

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E: enquiries@ofsted.gov.uk
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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 2011. She lives with her husband in Crawley, West Sussex close to shops, parks, schools and transport links. The whole of the childminder's home is used for childminding. There is a garden available for outside play. The childminder has two cats and two dogs as pets.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time. She is currently caring for two children in the early years age range. She also offers care to children aged over five years of age. The childminder is registered to provide overnight care to two children aged under eight years. She may on occasion work with an assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the welcoming environment, where their individual learning, development and welfare needs are met well. The childminder has a mainly good understanding of the learning and development requirements and of the systems used to observe and assess children. As a result, children are making good progress overall in their learning and development. Overall, she has a good awareness of her strengths and weakness and demonstrates a strong capacity to maintain continuous improvement. Partnerships are fully fostered with parents and other settings to promote children's individual needs, which enable consistency of care.

What steps need to be taken to improve provision further?

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

- develop the use of observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child
- develop the use of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Clear policies and procedures are in place and followed by the childminder, which support children's welfare and safety effectively. This is reflected in her understanding of child protection issues, and the procedures she would follow should she have concerns about a child in her care. The environment is safe, and the childminder is proactive in minimising any risks to children. For example, she regularly checks fire detection equipment and monitors the fire evacuation procedure for its effectiveness. Confidentiality is maintained and documents are kept secure and are well organised. The childminder records children's attendance on a daily basis with the number of hours they are in her care. All necessary records of accidents, incidents and medication are in place, for example consent for emergency medical advice and treatment. This ensures all children can be cared for in an emergency without delay.

Children's play opportunities are enhanced by the good organisation of space and resources. Children benefit from easy access to a good range of toys and play equipment. The resources are displayed in a manner that invites the children to investigate them, and the environment is warm and welcoming. The childminder meets the needs of children well, irrespective of background or ability. Regular outings around the local community effectively help children to learn about and understand the society in which they live. The childminder has undertaken several training courses since registering as a childminder, which include child protection, inclusion and 'sign and sign'. She has a clear vision for the future of her setting and her professional development. The process of self-evaluation helps the childminder identify some strengths and some areas for future development, although it is not clear in identifying how these will improve outcomes for children. She demonstrates a good capacity to maintain continuous improvement.

The childminder is able to provide support for children with special educational needs and/or disabilities. She demonstrates a good understanding of the importance of partnership working to improve outcomes for such children when the need arises. The childminder has effective systems in place when caring for children who attend other early years provision. She makes sure that she has written parental permission for promoting collaborative working to support continuity of care. Good links with parents enable children's needs to be met effectively. For example, the childminder shares information with parents verbally daily regarding children's progress and the activities they have been involved in. Parents are also kept informed about their child's assessment records as they are encouraged to look at their child's observations and achievements. Through the completion of questionnaires, parents show good levels of satisfaction for the childminding service being provided.

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

The childminder has a good understanding of children's development and is increasing her knowledge of the Early Years Foundation Stage framework. The childminder observes the children's development and has subsequently identified the next steps in their learning. However, these systems are in their early stages of development and do not show how children's future learning needs will be planned for based on their interests and learning styles.

Children are happy, settled and secure, and they are made to feel welcome and have good relationships with the childminder. She supports children's learning as she joins in with their play. For example, they piece together the farmyard buildings together to enable the child to explore the farm animals and where they live. Children have ample opportunities to initiate their own play as toys and resources are easily accessible. This promotes children's choice and independence. Children respond positively to praise and encouragement, and they are confident and self-assured. Children's behaviour is good; they develop positive relationships with adults and their peers. The childminder values and respects children and includes them in decisions about their play and care. As a result, they are developing good independence and appropriate confidence in expressing their wants and needs.

Good use is made of everyday opportunities and resources to promote children's problem-solving. For example, children name the colours of the face paints that are being used and the colours of the cups and plates they use as they pretend to make meals and drinks. Throughout the range of activities, children's creative and expressive learning is well supported. For example, children have access to an assortment of art and craft activities, musical instruments and dressing-up resources. Children's awareness of diversity and the wider world is promoted through a balanced range of resources, such as books and dolls that reflect disability in a positive manner, small world figures and focused activities.

Children benefit from good hygiene practices and healthy eating promoted by the childminder. They enjoy a selection of healthy and nutritious meals and snacks, where all dietary requirements are met and any specific issues dealt with consistently. Children benefit from lots of fresh air as they visit parks, attend regular toddler groups and the toy library. This enables them to develop and refine their physical skills as they play energetically. Children are safe in the home. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do in the event of an emergency.

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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