

## Inspection report for early years provision

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<b>Unique reference number</b>	EY427034
<b>Inspection date</b>	15/11/2011
<b>Inspector</b>	Teresa Elkington
<b>Type of setting</b>	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 two young children in Copthorne, West Sussex. The whole of the home is used for childminding purposes. Children have access to a lounge/dining area. Access to the kitchen and first floor are restricted by the use of stair gates. Bathroom facilities are located on the ground and first floors. Children have daily opportunities for outdoor play within the secure garden and at local parks.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently caring for three children in the early age range on a part-time basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individuality is respected and valued because the childminder promotes an inclusive, welcoming childcare environment within her home. Overall, effective steps are taken to promote the children's safety and well-being. Partnerships with parents are generally well fostered, as are relationships with others. The childminder shows a commitment to improve and develop her service. She is aware of her strengths and weaknesses, which has enabled her to prioritise areas of development. The childminder has begun to embrace training opportunities as part of her continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- maintain a regular two-way flow of information, knowledge and expertise between parents and practitioners to help support and extend children's learning and development
- practise the emergency evacuation procedure regularly so that all children know how to protect themselves in an emergency.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good knowledge and understanding of safeguarding issues. She provides a safe environment for children and is able to respond effectively to any concerns that she may have. Thorough risk assessments have been taken for

all aspects of her service, which provides a valuable aid in identifying potential risks within the immediate environment and beyond. An emergency evacuation procedure has been devised. However, this is yet to be practised with the children to enable them to develop their understanding of how to proceed in the event of an emergency. Good emphasis is placed on maintaining a hygienic and safe environment. The home is kept to a high standard of cleanliness and there are effective procedures in place to prevent the spread of infection.

The childminder has begun to evaluate her practice, which has enabled her to identify her strengths and weaknesses. As part of her continuous improvement, she has devised a parent questionnaire to enable parents to be included in this process. The childminder shows a commitment to embrace further training to enable her to use any acquired skills to improve the outcomes for children. Resources are plentiful. They are age-appropriate and provide children with effective challenges. They are well presented in suitable storage boxes which are adorned with words and pictures to enable children to make free and informed choices.

Equality and diversity is promoted effectively within the childminder's practice. Every child is valued as an individual and all children and their families are supported according to their unique needs and wishes. Children access a range of resources reflecting different backgrounds and cultures, which effectively supports children's growing understanding of diversity. Good provision is in place to support children from different cultural, linguistic and religious backgrounds, which enables all children to be fully included. Communication links have begun to be developed with other early years settings. However, the childminder acknowledges that these links need to be strengthened to enable a cohesive approach in support of children's individual learning and development.

Partnerships with parents are developing well. Parents have access to a wealth of information through a comprehensive portfolio containing a range of policies and procedures which underpin the good quality service. Channels of communication are kept open, both verbally and through the use of written formats. Opportunities are available for parents to access learning journals to see how their children are progressing. However, the childminder has yet to adopt a formal approach to enable parents to discuss progress and plan together for their child's next steps in learning.

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

Children thrive and progress well within a relaxed, homely environment where they benefit from the close relationships they have established with the childminder, which enables them to feel safe and secure. Children enjoy a well-balanced range of activities which are well planned by the childminder. Full account is given when planning to enable children to follow their own interests and desires, ensuring that children are stimulated, enthused and that individual progress is continually developed. The childminder maintains carefully observed

records to identify and track the progress of each child through all six areas of learning. She makes good use of photographs, supported by evaluative assessments and focused observations, to record all aspects of each child's learning and development, which are successfully used to plan stimulating activities and learning experiences.

Clear boundaries help children to understand the importance of acceptable behaviour. Children are encouraged to adopt good manners at the table, which is supported by the good role model that the childminder provides. The childminder provides encouragement and clear explanations to help children forge harmonious relationships in their play. They receive ongoing praise and encouragement in all that they do, to help them develop their self-esteem and a sense of belonging. Socialisation skills are fully encouraged through the attendance at mother and toddler groups, along with music and singing groups. This enables children to establish relationships with other children their own age and enjoy activities away from the home base.

Children develop effective skills which contribute in the development of their skills for their future. They have access to a range of programmable toys, which helps them to become familiar with technological equipment. Mathematical concepts are promoted through children's daily play experiences, for example as they count how many 'aliens' they have acquired during a game and as they note the different colours of the balls that they explore and play with. Their growing awareness of the world around them is encouraged through the use of weather charts and teaching clocks. This provides worthwhile opportunities for children to note the weather changes throughout the day and develop their understanding of associating time within their daily routines.

Children's developing imaginations are well supported through a range of role play experiences. Children have access to a good range of books and writing materials, which supports their growing awareness of words and the promotion of mark making. Children's creative and design skills are fully supported through a range of creative media, for example as they model trains from junk, using paints, shiny paper and cotton wool to make their models come to life.

Children have good opportunities to learn about healthy lifestyles. Their individual dietary needs are supported at all times. Lunchtimes provide good opportunities for the childminder to help children develop good eating habits and engage in worthwhile conversations as to the benefits of eating a good meal. Children spontaneously wash their hands in preparation for meals and after personal hygiene routines. They understand the need to take responsibility for their own good health, as they successfully seek out their own towel for hand drying to prevent the spread of germs. Children benefit from a varied range of physical pursuits, both in the garden and at the various local parks they visit. Children develop a good awareness of the need to take responsibility for keeping themselves safe. They actively tidy away resources to prevent play space from becoming overly cluttered. Children abide by clear rules of the road when out and about, and learn through explanations from the childminder the importance of being secure when getting out of the car.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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