

## Inspection report for early years provision

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<b>Unique reference number</b>	EY348502
<b>Inspection date</b>	16/11/2011
<b>Inspector</b>	Shan Jones
<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 2007. She lives with her husband and one child who is in the early years age range and attends school full time. They live in a residential area of Rustington, West Sussex. All areas of the property are used for childminding and there is a garden available for outdoor play.

The childminder is registered to care for a maximum of five children under eight years at any one time, three of which may be in the early years age group. There are currently four children on roll, of whom two are in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She also attends parent and toddler groups.

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

Overall the quality of the provision is good.

The childminder offers a welcoming, child-orientated home where children make clear progress in their learning and development. However, visual aids are less evident in the learning environment. Children's individuality is recognised and nurtured by the childminder who has a very secure knowledge of their individual needs, interests and abilities. Documentation is very well maintained. The childminder has good relationships with parents. They regularly share lots of valuable information on children's care and welfare needs. She is very enthusiastic and committed to continually improving her childcare practice.

## **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 visual aids such as signs, symbols and photographs within the setting to further support children with their communication and understanding.

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

The childminder has a clear knowledge and understanding of child protection issues and the procedure for making referrals should she have a concern about a child in her care. She has also attended training to update her knowledge in this area. The childminder ensures children stay safe in her care as she completes full

risk assessments of her home and for outings and all places visited. She has effective procedures in place to deal with sickness and to administer medication. All of the records, policies and procedures are used very effectively to promote the welfare of the children.

The childminder is attentive to the children at all times and she builds strong attachments with them. She effectively organises her good range of resources and they are suitable for children of differing ages and abilities. Resources are arranged at low level so that children can make choices independently. Children have an increasing awareness of the wider world through taking part in celebrations of other faiths and using a good range of resources that reflect diversity.

Children significantly benefit from the close working relationship between their parents and the childminder. The childminder actively seeks the views of parents and their feedback is very positive, comments include; 'I have always felt confident when leaving my son in her care as I know that he will be happy and confident. She provides excellent standard of care'. Parents are involved in their children's learning, for example, they share assessment records which inform them about the stage of their child's development. The childminder is fully aware that effective relationships with other provisions provides children with complementary experiences.

Children's care and learning is enhanced by the childminder's enthusiasm and commitment to her work. She effectively evaluates her practice she identifies areas for improvement that will positively benefit children. The recommendation from the last inspection has been addressed, promoting children's safety and welfare.

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

The childminder promotes outcomes for children to a good standard. She has effective systems to identify children's starting points, based on their interests, which are gained from parents. Observational assessments are consistent and identify children's next steps in learning and inform future planning. The childminder has created a calm welcoming environment with dedicated playroom, although visual images such as signs and symbols are less evident to further support children with their communication and understanding.

Children benefit because the childminder spends time at their level, interacting with them, skilfully asking questions to challenge them and to develop their emerging language and communication skills. They respond well to the childminder being actively involved in their play; for example, the children confidently engage in conversation with the childminder. Activities such as play dough enhance children's creative minds. Children have immense fun as they manipulate the play dough to create various shapes with use of cutters and rollers. The childminder consistently introduces counting into everyday activities. Children solve problems using resources such as puzzles, games and construction resources.

The childminder ensures children play in a clean, well-organised environment and they learn about healthy lifestyles. Children learn good personal hygiene routines as they wash their hands at appropriate times. They enjoy nutritious home-cooked meals, as their food likes and dislikes are taken into full consideration. The childminder holds a current first aid certificate. There is an easily accessible first aid box, which ensures that any accidents can be dealt with in a prompt manner. There is an easily accessible first aid box, which ensures that any accidents can be dealt with in a prompt manner. The childminder is a good role model, providing children with plenty of praise for their achievements and encouragement to try new experiences. Children are eager to please and behave well. Children learn safe behaviour they practice the fire drill regularly so they are aware of what to do in an emergency. Even young children are developing an awareness of safety in the home as they help pack away toys after use.

## 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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met