

## Inspection report for early years provision

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<b>Unique reference number</b>	EY277818
<b>Inspection date</b>	17/11/2011
<b>Inspector</b>	Alison Weaver
<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 2004. She has a recognised childcare qualification. She lives with her husband and two children aged 11 and 14 years. They live in a house in Henfield near to schools, shops and parks. The whole of the ground floor and a first floor bathroom are used for childminding. Part of the enclosed garden is available for outside play. There are some steps in the property.

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. She is currently minding four children in this age group. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends the local carer and toddler group on a regular basis.

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

Overall the quality of the provision is good.

The childminder forms good relationships and strong emotional bonds with children. Children are very happy in her care and their individual welfare needs are met well. The childminder successfully adapts activities so that every child enjoys a wide range of experiences that meet their developmental needs. The childminder fosters good relationships with parents that help promote a child's learning and care. She reflects on her practices in an informal way and shows her capacity to continually improve outcomes for children is good.

## **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 reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children.

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

The childminder demonstrates she has a good understanding of safeguarding procedures. She is fully aware of her responsibility to report any concerns she has about a child to the appropriate authority. She keeps up to date with the correct procedures for identifying a child at risk of harm and liaising with the child agencies by attending regular training. The childminder keeps her home safe and

secure for children. She effectively minimises any hazards to children so they can play and move around independently without coming to any harm. The childminder also has good safety procedures for outings. The required documentation to help protect and safeguard children's welfare is in place and well maintained.

The childminder makes good use of the space she has available in her home. She varies the toys she has out and makes sure they are suitably challenging, safe and age-appropriate for the children present. The childminder uses the resources well to promote children's learning and a positive awareness of diversity. She provides a caring and supportive environment, where children's individual needs are met well and they make good progress.

The childminder forms good partnerships with parents. They work closely together to help a child settle and provide continuity of care. The childminder obtains all the relevant information from parents about a child's home background and language. This enables her to respect the wishes of parents and provide an inclusive setting for every child. Their traditions and beliefs are acknowledged and valued by the childminder. These are shared with all the children to help develop their understanding of diversity. Parents are kept well informed about their child's welfare and achievements. They are encouraged to share what they know about their child and to contribute their ideas into the childminder's planning. The childminder is fully aware of the need to seek additional support for any child who needs it to help them achieve. She is also aware of the importance of working in close partnership with other providers who share the care and education of children, to promote coherence in their learning experiences.

The childminder demonstrates she is passionate about her work with children and shows a strong commitment to developing her knowledge of childcare. She attends further training wherever possible to keep herself well informed. She also accesses support and advice from a fellow childminder in the area. Her processes for formally evaluating her practices are in the early stages. These help her identify her strengths and weaknesses and ways to improve outcomes for children.

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

Children arrive happily and confidently leave their parents. They show a strong sense of belonging and security as they make themselves at home. They help themselves to their favourite toys from the easily accessible low storage. Children play well on their own and with their friends. They behave well and share resources. They develop a good awareness of responsibility as they help to tidy up their toys. Younger children put their shoes out in the hall after they have been outside without being reminded. They also show they know that their packed lunches need to go in the fridge. Their self-esteem develops well as the childminder praises and celebrates their achievements.

Children have a lovely time with the childminder and enjoy her care and attention.

They are happy, settled and concentrate well at their chosen activities. The childminder regularly observes children at play and uses the information gained to plan further relevant learning experiences for them. This results in every child enjoying a wide range of fun, stimulating activities that help them make good progress towards the early learning goals. She interacts well with every child to promote their learning as they play. Children respond well to her, giggling and smiling at her.

Children develop the skills they need to help them in their future learning. They show curiosity and interest as they investigate their surroundings. They are often seen looking at the displays of pictures and photographs on the walls. They enjoy playing with simple technology, such as toys which make sounds when buttons are pressed, and have supervised access to the computer. Children develop good early numeracy skills as they learn to sort and count. They use mathematical language correctly as they play with bricks and build towers. They problem solve as they work out how the blocks go back in the box. Children's language skills are developing well. They talk confidently and share their experiences. Young children communicate with sounds and begin to form words as they chatter away to the childminder.

Children like playing with the water drawing mat. They have fun making marks and talking about the colours. They enjoy a variety of art and craft activities and the childminder makes good use of these to promote children's awareness of the wider world. Children clearly love playing with the musical instruments and have fun making different sounds with them. They enjoy making bird feeders using cereal, pots and string. They develop good coordination as they use spoons to stir the mixture and put it in the pot. Children are fascinated by the way one of the toys makes 3D shapes when they press different objects on it. They keep trying different parts of their body and toys on it.

Children's health is promoted effectively. They adopt good personal hygiene routines and play in a clean environment. They develop a good understanding of the importance of having a healthy diet and regular drinks. They grow their own produce in the garden and use it in their meals. For example, children make soup with the leeks and potatoes they have grown. They engage in planned activities such as visits to the dentist where they learn about healthy lifestyles. They enjoy daily exercise and fresh air as they go on outings. Children also develop a good understanding of how to keep themselves safe as they go out and about, learning about the wider community. They go to the local fire station to learn about fire safety. Children are seen to be taking responsibility for their own safety as they give a broken toy to the childminder to mend.

## 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	3
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

<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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