

Inspection report for early years provision

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Inspection date	17/11/2011
Inspector	Coral Hales
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 is a qualified practitioner and registered in 2011. She works from the premises of her mother who lives with husband and two adult children in Bognor Regis. Her mother is also a qualified and experienced childminder. The whole of the ground floor of the premises is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. When working on her own she may care for a maximum of six children at any one time; of these, not more than three may be in the early years age group. When working with her mother they may care for a total of eight children, six of whom may be in the early years age group. They are currently caring for seven children, five of whom are in the early years age group. The childminder works four days a week from Tuesday to Friday. She walks or drives to local toddler groups, preschools, the park and other places of interest.

The childminder belongs to an accredited network and is funded for early years education. She is a member of the National Childminding Association. The family has two guinea pigs and two bantams.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely settled, happy and confident and really enjoy the time they spend at the setting. The childminder has an extremely good knowledge of the Early Years Foundation Stage framework and continues to build on her experience completing children's progress records. Children therefore make excellent progress in their learning and development. Highly effective partnerships with parents and other providers ensure children's needs are consistently well met. The childminder demonstrates an outstanding commitment to her childminding, such as continuing with her professional development. Ongoing self-evaluation reflects regular monitoring and she demonstrates clearly that she has the knowledge and ability to maintain continuous improvement. The childminder offers a fully inclusive environment and recognises the uniqueness of each and every child.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- Enhancing the learning journeys to fully illustrate the excellent progress children are making.

The effectiveness of leadership and management of the early years provision

The childminder gives high priority to safeguarding all children in her care. Their health, safety and well-being are significantly enhanced by the robust and consistent implementation of policies and procedures. She has recently attended advanced child protection training to ensure her knowledge is current. Thorough risk assessments are completed and are maintained as an ongoing working document. This effectively promotes the children's safety both on and off the premises, as it includes all outings undertaken.

Children demonstrate a clear sense of belonging, in an environment where their individual needs are met really well and sensitively responded to. They are comfortable in her care and actively seek her support. They have warm and close relationships and are valued and respected as individuals and are treated equally, with attention given to their individual needs. Children are encouraged to respect each other's values and feelings by talking through any problems. They also learn about taking turns and how to share. Clear and consistent boundaries, as well as praise and encouragement, help children understand what is expected of them and they behave well.

Children gain significantly from the excellent partnerships that exist between their parents and the childminder. This ensures that knowledge and understanding of the best ways to nurture each child and meet their welfare and learning needs is effectively shared.

They are given comprehensive informative policies and procedures and other information is displayed on their notice board. Daily diaries and discussions ensure that parents are well informed about their child's achievements and progress. The childminder has established good links with other professionals who share the care of a child. This ensures a collaborative approach to their overall well-being and learning.

The childminder has a professional approach to her role and makes extremely good use of training opportunities. She uses the knowledge gained to provide a vast range of interesting, challenging and stimulating activities. Her links to the network enhance her provision.

Children have access to all downstairs areas of the house; this includes a dedicated playroom inside and outside. They are able to independently choose from an extensive range of high quality equipment and resources, which are provided to support their learning. Continuous provision into the outside area is promoted exceptionally well and further enhances children's interest and ability to learn.

Reflective practice processes and monitoring systems are rigorous and effectively promote continuous improvement. The childminder is full of ideas of how she wants the provision to develop further and has a clear and ambitious vision for the

future.

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

The childminder provides an excellent range of well-planned experiences based on children's spontaneous play and ideas and they learn with enjoyment and challenge. They are responsive and describe what they are doing, for example, as they play with wet oasis, one says 'I am making dinner' and another says 'I am making pudding'. At other time, they are totally involved in their play as they, for example, walk around the garden moving logs and stones to find mini beasts. The childminder has a flexible approach to planning, which allows children to use their imagination, thereby meeting their developing needs well. She completes observational records which link directly to the expectations of the early learning goals. She builds on what they know and can do and uses this information effectively to plan their next steps in learning.

Outside play, greatly enjoyed by the children, has a positive impact on their sense of well-being and helps all aspects of their development. They are provided with many opportunities for doing things in different ways, and enjoy the natural world. For example, they have an outside playroom where they can go and look at the bugs they have collected under a magnifying glass. They use and develop their senses as they listen to birds, blow bubbles and then watch them move away and sparkle in the sun. The inside environment is rich in signs, symbols, notices, numbers, words, books and pictures that take account of children's differing interests and home backgrounds and cultures. They have fun playing together, for example, in the large tepee, and take in a selection of play foods and a collection of bears and have a picnic.

Children are confident and very skilled at giving their own opinions and ideas. Their vocabulary and language skills are very well developed. They show high levels of imagination, for example, one went to find a toy rabbit and put it into the pet carrier before taking it to show the inspector. The childminder regularly takes children out and about, helping them to learn about their local environment and providing opportunities for children to learn to interact with others. Children discuss a recent visit they all made to the vet and are keen to share this information.

Children are developing a suitable awareness of healthy living and understand about different foods, for example, they are aware of which are good for them and which are not. For snack they have fresh and dried fruit and for lunch they enjoy beans on toast. They sit together at the table and social skills are promoted effectively.

Children have a developing awareness and understanding of dangers and how to stay safe, for example, they regularly practise emergency evacuations. They behave well and continue to grow in confidence because they are allowed to develop at their own rate. They and all enjoy being with their peers. They are

capable of taking on simple responsibilities and play a part in the setting and wider community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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