

Inspection report for early years provision

Unique reference number	EY363585
Inspection date	23/11/2011
Inspector	Lisa Toole

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.

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 2007. She lives with her two school-age children in Brighton, East Sussex. The lounge and one upstairs bedroom of the premises are used for childminding and there is an enclosed garden available for outside play. The family has a dog.

The childminder is registered to care for a maximum of three children under eight years at any one time, and of these no more than two may be in the early years age range. There are currently two children on roll, in the early years age group. She also offers care to children aged over five years to 11 years. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully meets the needs of children because she is attentive, caring and creative. She provides them with consistently good levels of care, and some aspects of her childminding provision are outstanding. Good arrangements are in place to support the children's health and safety. Two aspects of her documentation are not completed sufficiently to contribute further to the safe management of her childminding provision. Excellent partnership working is a key strength of the provision. The childminder shows a strong capacity to improve, through driving ambition and identifying areas for further development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Documentation)(also applies to both parts of the Childcare Register) 08/12/2011

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

- extend the risk assessment record to cover anything with which a child comes into contact.

The effectiveness of leadership and management of the early years provision

Children are cared for in a child-friendly and safe environment. Effective safeguarding procedures are in place to protect children's welfare and support their specific individual needs. The childminder has a very good understanding of child protection, using written policies and procedures to support her daily practices. Children are appropriately protected from anyone who has not been vetted and they stay within the childminder's sight and hearing at all times. Risk assessments contribute to the children's safety, both in and outdoors. However, the childminder does not always record details of the measures she has taken to reduce potential hazards, such as securing electrical leads to the wall to prevent children pulling on them. All mandatory documentation to support her childminding practice is in place, though she does not always record details of children's hours of attendance on a daily basis; this has a small impact on her safeguarding arrangements.

The home environment is comfortable, with a broad range of resources freely available to support children's play and learning needs. The childminder creates a stimulating play environment through her excellent planning and organisation for children's learning and development. Positive images of equality and diversity are reflected throughout her home and resources, helping children learn about culture, respect and the social world around them. The childminder has a highly positive relationship with all parents and carers. Children and parents are heavily involved in self-evaluation with their views routinely sought and highly valued, to enable the childminder to successfully identify key areas to develop further. Written comments from children and parents are extremely complimentary. For example, they comment how she 'is kind and always there to help', 'is genuinely interested in the children' and 'has a rigorous approach to safety'. The childminder provides parents with excellent information about her provision and about their children's progress and achievements. Parents are also She is also highly successful at involving parents in their children's learning. All the childminder's working partnerships are exemplary. She takes a lead role in establishing effective working relationships, because she understands and values the importance of them. She liaises closely with other professionals involved with individual children, for example, with any special needs services. The well-established channels of communication successfully promote children's learning, development and welfare, helping to narrow possible achievement gaps.

The childminder is highly committed to her ongoing professional development and undertakes training when possible to enhance her skills and knowledge even further. She demonstrates an excellent capacity for continuous improvement because she clearly and professionally assesses and evaluates her provision to identify priorities for development. These include enhancing her systems for observation and assessment, which are already highly effective, as well as using toy libraries more to increase her range of resources that reflect diversity.

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

Children thrive in the wonderful environment provided for them by the childminder because their individual likes and needs are a high priority. The childminder is clearly passionate about the care she provides for the children. She encourages them to be active learners who make their own choices. This supports children's their development learning exceptionally well in all areas. The childminder uses very successfully children's current interests to extend their play and learning opportunities. For example, she develops children's interests in their bodies by creating a doctor's surgery with them, and helping children make plaster casts for their dolls to use in imaginative role play. The use of additional resources, such as 'x-ray images' in their play, help children learn more about technology and the world around them. Children enjoy highly stimulating art and craft activities because the childminder is very creative and encourages children to explore different media. For example, children use paint in spray containers outdoors, delighting in seeing how the colours blend as they hit the white sheet hanging in the garden for them to paint on. Key skills for the future regarding literacy, numeracy, and technology are equally well promoted by the childminder to help children learn to speak, listen and count. Children also have a fantastic time using equipment, such as a camera, to explore technology and their surroundings. They talk about the photographs they have taken and learn how to gain physical strength keeping it still. The childminder creates and maintains exceptionally good learning records and scrap books of their achievements. These portray very clearly the exceptional opportunities that children have and the progress they are making.

Daily routines, such as hand washing before eating, enable the children to learn about keeping healthy from a young age. They enjoy nutritious home-cooked meals, snacks and regular drinks; these take account of their personal preferences and dietary needs and support their good health. Daily opportunities for fresh air and exercise help young children to learn about the effects of exercise on their bodies. Children are able to feel emotionally secure and content because the childminder is attentive, caring and provides them with an extremely homely environment. Children learn about keeping safe by going on outings . For example, they learn about taking manageable risks as they use play equipment at the parks and the importance of road safety. The children learn about respect and good behaviour through excellent role-modelling by the childminder. This helps young children contribute positively in a harmonious environment.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 08/12/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 08/12/2011