

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY429229
<b>Inspection date</b>	07/12/2011
<b>Inspector</b>	Susan McCourt
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 registered in 2011. She lives with her husband and two children aged 11 years and one year in Henfield, West Sussex. The whole of the home is used for childminding and there is an enclosed rear and side garden for outdoor play. The family have three cats.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time, of these, two children may be in the early years age range. The childminder is registered to provide overnight care for one child under eight years. The childminder currently has two children on roll.

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

Overall the quality of the provision is good.

The childminder is skilled at meeting children's individual needs because she pays close attention to establishing their starting points and fostering their progress. The learning environment is well-organised to cover all the areas of learning and overall there is a wide range of resources to stimulate children in their play.. Children benefit from their warm and affectionate relationship with the childminder and clearly feel very secure. The childminder has a strong understanding of the Foundation Stage and a good track record in improving outcomes for children. She sets a professional standard and her capacity for continuous improvement is good.

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

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

- increase the resources that reflect the wider world to enhance children's awareness of other cultures.

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

The childminder has a good understanding of her role and responsibilities in safeguarding children. She has written policies and procedures that inform parents of the action she would take, if concerned about a child. The childminder has undertaken a rigorous risk assessment of her home, garden and activities offered to children. She carries out a daily check to help ensure her premises are safe for

children to play. Other documentation to support children's welfare is well-maintained and meets requirement. The childminder is highly motivated to provide good care for children. She has the Statutory Framework and Practice Guidance for the Early Years Foundation Stage readily available and continually reflects on her practice to set challenging goals for improvement. For example, she has adapted her garden to provide a sheltered outdoor area for all year round play. She regularly reviews her planning processes, focusing on their effectiveness in meeting children's needs. Her self-evaluation process is realistic and challenging.

The childminder has a wide range of good quality resources. These are stored at child-height, giving them independence and choice. There is plenty of space for children to spread out and explore, while being closely supervised at all times. The childminder plays alongside the children, teaching them new skills and supporting their learning. Her resources include some books and figures that show positive images of people with disabilities and from other cultures. However, her range of resources reflecting the wider world is not sufficiently developed. The childminder has an anti-discriminatory approach and a good regard for inclusion. She differentiates well in activities to meet individual needs, enabling the children to make good progress.

The childminder has established a strong professional relationship with parents. She meets with them to discuss their children's starting points and progress they make. A daily diary provides a detailed account of the child's day and supports consistent care. Parents have copies of all policies and procedures that guide the childminder's work and can see her plans. This allows parents to complement the activities she provides. The childminder has initiated links with local day care settings, so that she can work in partnership on children's learning and welfare. She also understands the importance of working with other agencies to support children's needs.

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

Children show a great sense of security. The childminder pays particularly close attention to children settling-in, helping them gain confidence and providing a secure base from them to explore. The childminder gathers detailed notes about children's home routines, which she follows. She has a good understanding of the children as individuals, skilfully balancing their different needs. The childminder has created a very good learning environment, both indoors and out, where children can independently access a wide variety of play equipment. The childminder has a strong understanding of the Early Years Foundation Stage and has created an effective system to help children learn and develop. She maps children's starting points against the six areas of learning and plans activities to support their next steps. The childminder makes close and sensitive observations of children's dispositions and interests. It is clear children make good progress while in the childminder's care.

Children readily snuggle into the childminder for play, stories and bottle feeds. The home and garden are very safe places for play and the childminder is vigilant about supervising children at all times. Children enjoy a healthy lifestyle. They choose from a wide variety of healthy foods at snack and mealtimes and drinks are readily available. Children's independence is encouraged, for example, feeding themselves. The childminder has a covered outdoor area, which allows the children to play in the fresh air all year round. She has good hygiene standards and well-established routines, for example, children cleaning their hands before and after eating.

Children are engaged in purposeful play and clearly enjoy what they do. Toys and play materials are stored within easy reach. Children are good communicators. They babble and chat with the childminder who is always ready to teach new words. Children enjoy looking at books and being read to. They also have lots of opportunities to develop their early writing skills. For example, young babies are entranced while making marks and patterns with paint or yogurt. Children are fascinated by technological toys and show great excitement when push-button toys provide music and car sounds. The childminder includes lots of natural materials, for example, treasure baskets containing safe household objects. This gives children a wide variety of textures and sensory experiences. Children relish opportunities to listen to music and dance. The childminder has well-established boundaries for children, helping them to cooperate in play and show respect for their friends. Children readily respond to her firm and gentle guidance and her calm and positive approach makes her a strong role model. Children confidently approach new experiences and explore with curiosity. Overall, children build good skills for the future.

## 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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
--	-----