

Inspection report for early years provision

Unique reference number	EY257015
Inspection date	09/12/2011
Inspector	Daphne Prescott

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 registered in 2003. She lives with her husband, two adult children and one school-aged child in a village near Newhaven, East Sussex. The ground floor of the childminder's house is used for childminding, and there is an enclosed garden for outdoor play. The family has a dog and a rabbit.

The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age range. There are currently 12 children on roll, and of these, six are in the early years age group. Children attend at different times during the week. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder creates a friendly and welcoming environment for all children. She effectively promotes children's welfare and helps them to make good progress in their learning and development. Good partnerships with parents contribute successfully to the children's well-being and meet their needs. Overall, the childminder maintains a broad range of documentation to support her work. She strives to develop her practice to support the continuous improvement of the service she provides for the benefit of the children.

What steps need to be taken to improve provision further?

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

- maintain a record of evacuation drills in a fire log book and include details of any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge of safeguarding issues and the procedures to follow should she have concerns about a child in her care. She places a strong emphasis on children's safety and security, and, as a result, children are able to play feeling safe and secure. The childminder carries out suitable risk assessments for her premises and outings, which also helps towards

keeping children safe. Children practise the evacuation procedures so that they are familiar with them. However, the childminder does not keep a record of these drills in order to monitor safety and review any problems.

The childminder organises her home with good consideration to making sure there is sufficient play space for children. They are able to explore different areas downstairs and gain some independence when appropriate. The childminder promotes equality and diversity successfully, with a good range of resources and activities. She uses age-appropriate explanations with the children to help them understand differences between people and challenges any discriminatory comments.

The childminder provides the parents with good information about their child's developmental achievements and well-being. For example, she shares assessment records and communicates informally with parents every day. Parents also receive copies of a good range of written policies and procedures that underpin the childminder's practice so that they are aware of her service. Parental comments, both verbal and written, indicate they are very happy with the care provided and of the approachability of the childminder. The childminder establishes good links with other early years settings to ensure continued progression of children's care, learning and development. She also recognises the importance of working closely with other childcare professionals, should a child in her care need additional support.

Self-evaluation is ongoing and continues to develop well. The childminder is able to recognise accurately her strengths and areas for development. She has addressed the recommendations from the last inspection, promoting more effectively children's safety and welfare. The childminder also keeps abreast of childcare issues by liaising with other childminder colleagues. She also considers how she will continue to improve her practice by regularly attending appropriate training events to improve her service and outcomes for children.

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

Children benefit from the childminder's attentive and caring approach. They are happy and feel at ease within their surroundings. Children enjoy each other's company and the childminder's attention. They happily go to her for a cuddle when they get tired. The childminder is skilled at promoting inclusive practice, and all children are encouraged equally to be involved in activities. This is due to the childminder's observant and supportive approach. She is able to recognise when children make their own decisions to play together and when they need her support to help them share and take turns.

Children make good progress in their learning and development. The childminder completes observations and assessments, to show their progress in each area of

learning. Children develop good skills to support them for the future. The childminder promotes children's speech and language well through her positive interaction in their play and the questions she asks that promote their vocabulary. Consequently, children develop good self-confidence as they communicate with the childminder. She encourages children's love of books as a way of engaging them in early literacy skills. They enjoy sitting with the childminder looking at their favourite books together. Children use their imaginations well playing with dolls and buggies; they confidently chat about keeping the babies warm as they wrap their dolls in blankets. They pretend to make dinner using the play cooker and pour cups of tea for the childminder. Children enjoy an abundance of craft activities. They carefully put glue on their brushes to stick colourful tissue onto their paper, creating their own designs.

Children are successfully adopting a healthy lifestyle because the childminder promotes healthy eating and active play. They go out daily to enjoy fresh air and exercise. They play in the childminder's garden or visit the nearby park to feed the ducks. Children enjoy healthy snacks and meals, discussing good things to eat with the childminder. Drinks are readily available to help ensure they do not get thirsty. All children sit down to eat and drink together at the child-sized table. This supports them in learning important social skills, good manners and helps them feel that they belong. As a result, children behave well, respond to requests from the childminder and are learning how to develop positive relationships with each other. All children also receive praise and encouragement from the childminder. This helps children to feel valued and, as a result, they have an enjoyable experience while in her home. The childminder talks to the children about road safety when they are out in the local community. Therefore, children learn about the importance of keeping themselves safe. They play sensibly in the home, for example, when walking their dolls in the buggies up and down the hallway area.

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	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
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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	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