

Inspection report for early years provision

Unique reference number	EY426750
Inspection date	13/12/2011
Inspector	Helen Penticost
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 2011. She lives with her husband and child in Crawley, West Sussex. The whole of the home is used for childminding purposes. Children have access to a lounge, dining room and upstairs bedrooms for sleeping purposes only. Access to the kitchen and first floor is restricted by the use of a stair gate. Bathroom facilities are located on the first floor. Children have daily opportunities for outdoor play within the secure garden and at local parks.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. The childminder is registered to care for a maximum of five children and is currently caring for three children in the early years age range. The family have a dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development in a setting where their individual welfare needs are met well overall. They have settled very well in the childminder's care in a short period of time. Partnerships with parents are well fostered and relationships with others are in their infancy. The childminder has begun to evaluate her practice and demonstrates a good capacity to maintain continuous improvement.

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 the fire log book, which includes details of any problems encountered and how they were resolved
- improve the systems to work together with other practitioners to support transition and consistency between settings.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues and the procedures to follow in the event of concerns about a child in her care. She carries out thorough written risk assessments of the premises and any outings. The childminder has a fully comprehensive portfolio of policies and procedures that underpins her provision and contributes towards the consistency in the children's care. All adults in the household have been suitably vetted. Necessary fire equipment is in place to protect children in the event of a fire, however, fire

evacuation is not currently practised with the children and therefore the childminder does not maintain a fire evacuation log.

The home is well organised and child-friendly which helps children to settle and be at ease. Their independence and freedom of choice is increased because the range of resources is easily accessible. The childminder is aware of the advice, support and guidance that can be used to support her in the care of children with learning difficulties and/or disabilities and English as an additional language. Systems to support children that attend other early years settings are not yet fully established to ensure continuity in children's learning. The childminder has a good awareness of children's individual needs and promotes equality and diversity well. A wide range of books and toys helps them learn about difference in practical and enjoyable ways.

The childminder is aware of her strengths and areas for development. Since registration, she has continued to attend training to increase her knowledge and she has evaluated areas of her business. These factors demonstrate a good capacity for driving and embedding continuous improvement. Through good verbal communication and with the use of a daily diary parents are kept informed about their child's day. This means that they are fully aware of what their children have enjoyed taking part in along with information about their care. Contracts are drawn up and parental consents sought to support the clearly agreed arrangements. The childminder has a clear system in place to gather information from parents regarding children's individual needs from the onset. She seeks parents' views and they comment very positively, for example, 'she is a lady of integrity and is dedicated to her family and work' and 'she is calm, organised and motivated'.

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

Children enjoy their time at the childminder's home where they have ample opportunities to develop many skills. They settle very well and are confident and display a strong sense of belonging. Children take the lead and decide what they want to play with and which activities they wish to join in with. Young children respond well to the calm and caring approach of the childminder. She gently supports and encourages them as they play and she gives high levels of praise and encouragement helping to increase confidence. As a result, behaviour is good and children feel safe and secure in the setting. Children confidently play on their own well, becoming engrossed in activities they enjoy, such as finger painting.

Children's language skills are advanced through the childminder's genuine interest in what they say. She helps enhance their confidence and extend their vocabulary by exploring the meaning and sounds of new words with them as they play.

Children develop a love of books; enjoy listening to their favourite stories and singing rhymes. They practise their mark-making skills as they have easy access to marker pens, crayons and paper set out on a low table. Children's understanding of problem solving and numbers is developing through a wide range of contexts. They are able to name the different colours of the paint and play games such as colour bingo.

Children's creativity and imagination is promoted well. They are provided with many opportunities to explore, share their thoughts and feelings, through a variety

of art and craft activities, music and role play. They make firework pictures and create beautiful Christmas trees from paint and printing tools. Children's knowledge of diversity is supported as the childminder incorporates different festivals, celebrations and themes in her plans. Children operate information technology and programmable toys with confidence which develops their skills for the future. They press buttons and are rewarded with flashing lights and a tune sung by the train.

Children take part in the community in which they live by visiting local play groups and parks. This fosters children's growing confidence in social situations. Children's health and well-being is very effectively supported as they eat healthy and nutritious home cooked meals, which include fresh vegetables. Children have fresh fruits at snack times. The childminder takes very positive steps to minimise the risk of cross-infection. Children are cared for in a clean environment and they learn about suitable daily hygiene routines. Appropriate action is taken if a child becomes unwell and the childminder can respond to accidents appropriately as she holds a current first aid certificate.

Children make good progress within the Early Years Foundation Stage and benefit greatly from the childminder's enthusiasm and support. Good observation, assessment and planning systems have been devised and children's progress and achievements are well documented and catered for. When planning experiences to help children take the next steps in their learning, she successfully integrates her knowledge of their abilities and play preferences.

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	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

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