

Inspection report for early years provision

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Inspection date 13/12/2011
Inspector Susan McCourt

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 2010. She lives with her husband and mother and two young children in Lewes, East Sussex. The ground floor of the property is the main area used for childminding. A designated sleeping room is provided on the first floor and there are toilet facilities available on both levels of the house. There is an enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight at any one time and currently has two children on roll in the early years age range. The childminder attends toddler groups, music groups, a multi-cultural group and the toy library. The family has three cats and some hens.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has strong skills in meeting children's individual needs. She has a good understanding of the Early Years Foundation Stage and her observation and planning methods support children well in their learning and development. The childminder generally builds supportive relationships with children to guide them in their behaviour and learning. The childminder is a qualified teacher and reflects on her practice to make further developments. This helps her to make continual improvements.

What steps need to be taken to improve provision further?

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

- review behaviour management techniques to support children's independence in problem solving.

The effectiveness of leadership and management of the early years provision

The childminder takes great care to safeguard children well. She has a good child protection policy which she follows if she has any concerns about a child's welfare. She informs parents of her responsibilities. The childminder has carried out a thorough risk assessment which covers her home, garden and all outings. She reviews this regularly and carries out daily checks to promote children's safety. All other documentation is also well organised and this underpins children's well-being. The childminder is a qualified primary school teacher and is ambitious for

her career in childminding. She has established strong systems to support her work. She is methodical in her approach to self-evaluation and is currently concentrating on those aspects that have most impact on children. For example, she is refining her planning and observation records to better support children's progress. She has also set long term goals with the aim of developing her business. Her professional knowledge and reflective attitude give her a strong capacity to improve.

The childminder has an excellent understanding of diversity issues and promotes inclusive play. Her resources contain a wide variety of authentic items from around the world. The childminder is also very careful to get to know the child's home culture and provides strong support for children who speak English as an additional language. She liaises with parents very well, building strong, professional relationships. The childminder gathers a lot of information about the child before they start in her care. Her close observations mean that she has a strong grasp of their starting points which gives a strong foundation for ongoing work. Parents say they feel very secure as their children are so happy and settled with the childminder. The childminder values parent's contribution and includes their views in her self-evaluation, quickly responding to their ideas. The childminder has established good working relationships with the schools that minded children attend. She has a verbal handover with the teachers so that she can effectively liaise with parents and is also better able to provide complementary activities for the minded child. The childminder manages her resources very well, giving children space to play and independent access to a wide variety of toys. Children choose from a good range of activities that cover all aspects of the curriculum. The childminder plays alongside children and brings out the learning as well as the fun.

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

The childminder follows children's home routines to provide consistent care. Where children speak more than one language, she learns their significant words so that she can understand them. She helps all children to settle and feel secure, giving them confidence to explore and learn. The childminder has made a child-friendly learning environment in her interesting and comfortable home. She is able to supervise children at all times and children benefit from the calm and purposeful atmosphere she creates. The childminder has a good knowledge and understanding of the Foundation Stage. She plans a range of stimulating activities that are rooted in children's interests and includes various aspects of the curriculum in each activity. For example, after a visit to a vet's surgery she built on children's interest by setting up a vet role play. Children cared for the animals and wrote appointments in the diary, cooperating well in their different "jobs". Each day, the childminder evaluates the activities she has planned to note children's learning and anything she might adapt or build on to foster their ongoing learning. In this way, children are continually supported to make good progress. She compiles observations and photographs into unique records on each child which are shared with parents.

Children are very safe in the childminder's care. They clearly feel very secure and go to her for support and cuddles. The childminder has established strict safety rules for children so that they know exactly what is expected of them. As a result, children are very used to holding onto the buggy as they walk on the school pick-ups, and they know lots of road safety rules. For example, children know that crossing a driveway requires the same watchfulness as crossing a road. Children eat healthy foods and can have water to drink at any time. Children are encouraged to try new foods and eat a range of fruit and vegetables. Children enjoy physical activities such as exploring the local castle and learning safe indoor ball games. They adopt good hygiene routines without needing to be reminded, which reduces the potential for cross-infection.

Children have a very enjoyable time in the childminder's care and they achieve well. They count spontaneously as they play and calculate how many more pieces of cutlery they will need at tea-time. Children relish opportunities to look at books. For example, after seeing a rainbow they are fascinated by the weather book and talked about the colours they saw. The childminder develops children's knowledge and understanding of the world around them by pointing out the different skies they saw that made the rainbow happen. Children are very imaginative and enjoy role play such as being a king or a knight. They sing a wide variety of songs and enjoy using the piano. Children's behaviour is generally good and the childminder uses appropriate techniques such as distraction and clear statements to guide children. However, she does not consistently support children in finding their own solutions. This means that children can be left feeling frustrated, and do not learn how to negotiate their own disputes. Children can cooperate in their play and are happy to take on responsibilities such as tidying up. Children enjoy using a range of technological toys such as push-button musical toys. They have confidence and persistence in learning new skills. Overall, children have 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

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	3
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