

Inspection report for early years provision

Unique reference number	EY431438
Inspection date	21/12/2011
Inspector	Alison Weaver
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 two children aged three and seven years. They live in a bungalow in Peacehaven, East Sussex, near to shops, schools and parks. The majority of the property is used for childminding. There is currently no garden available for outside play, so the childminder takes children out to local parks. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. The childminder is currently minding one child in this age group. She also offers care to children aged up to 11 years and is registered to provide overnight care for two children under eight years. The childminder holds a recognised childcare qualification. She attends local carer and toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time with the childminder and make satisfactory progress towards the early learning goals. However, the childminder's does not always manage and organise the setting and resources well so that they meet children's needs and achieve the planned goals for each child. The childminder takes appropriate steps to maintain children's safety and welfare, although she does not always take rigorous measures when on outings. The childminder forms satisfactory links with parents so they work together to provide suitable care and meet a child's needs, although she does not currently give parents full access to all information regarding her practice. Despite the lack of a rigorous evaluation process, the childminder has begun to reflect on her practices and demonstrates she has the capacity to maintain continuous improvement to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the use of the playroom to make it a more interesting and stimulating environment that supports and extends children's learning and development
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- take the necessary steps to fully promote children's welfare, with particular regard to taking a first aid kit on all outings and to making sure all

information contained in policies and procedures is easily available to parents.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of safeguarding issues and how to help protect children. She is aware of her responsibility to report any concerns about a child to the relevant agency. The childminder takes suitable steps to keep her home safe and secure for children. Overall, the required documentation to support and safeguard children's welfare is in place and is generally well maintained. The childminder shares some information about her practice with new parents through a few policies, so they know what to expect from her. However, most of the information the childminder uses to support children's welfare is currently only available on her laptop computer. This does not make the information contained in her remaining policies and procedures fully accessible to parents.

The partnership with parents is largely friendly and informal. They verbally exchange relevant information about their child that helps promote consistency of care. Parents also receive some feedback about how well their child is achieving. The childminder obtains the necessary information from parents that enable her to meet children's individual needs overall. She respects and acknowledges any family backgrounds and home languages. The childminder helps children to understand the society they live in and learn to value diversity. She adapts her childcare practices where necessary so that all children are included and helped to achieve. Although the childminder does not currently have any children who attend other settings or are involved with other agencies, she is aware of the importance of working closely with them to enable each child to receive the care and support they need.

Children have access to a spacious playroom; however, the childminder does not make full use of this room to help support children's play and learning. There is a satisfactory range of resources stored in low storage units in this room; however, it is not well organised and lacks interest for the children to encourage them to use it regularly. Additionally, children currently have to fetch resources to play with from the playroom and take these into the lounge, with the childminder's help. This organisation of the play resources is not fully effective in meeting children's needs and promoting their learning overall.

The childminder is taking positive steps to improve her skills and address areas of weakness. Since registration, she has attended some courses to increase her knowledge of childcare practices. This has resulted in the successful development of the childminder's observation and assessment systems that help her identify learning priorities for each child. The childminder has also completed a food hygiene course to improve her understanding of how to promote children's health. She is currently undertaking the required local authority approved childminder training course. However, the childminder does not currently have an ongoing and systematic way of identifying her strengths and weaker areas of practice that need

further development in order to continue to improve outcomes for children.

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

Children are settled and happy. They make satisfactory progress in their learning and development. The childminder interacts appropriately with them and promotes their learning as they play. As a result, children are beginning to secure the skills they need in order to progress in their learning. The childminder observes and assesses children at play. She makes satisfactory use of the information she gains to plan further suitably challenging activities for each child so that they continue to develop. There are sufficient stimulating resources available, but as these are not always easily accessible to the children, the childminder is limiting their independence and free choice.

Children willingly take part in the planned activities such as making modelling dough and various crafts. They enjoy using the different cutters and tools when playing with the dough. They become absorbed in making different foods to share with their friends. Children develop early writing skills as they draw and colour. Their language skills are developing as they respond to the childminder and repeat her words. Children confidently express their feelings and needs using facial expressions, as well as some words. Simple technical resources, such as the toy rabbit that moves and makes sounds, fascinate children as they look to see how it works.

Children build positive relationships with the childminder. They show they feel safe and secure with her. They display confidence and a sense of belonging as they move around the home. Children behave appropriately and benefit from the childminder's praise and encouragement. They learn to share and take turns with their friends. Children are beginning to gain some understanding about diversity through a few activities and experiences they participate in.

The childminder adequately promotes children's health. She carries out satisfactory hygiene procedures to minimise the spread of infection. Children adopt appropriate personal hygiene routines. In general, children eat healthily when with the childminder. She makes drinking water available to children so they can help themselves when they get thirsty. Children engage in daily physical activities as the childminder takes them on outings. This helps them develop an awareness of the importance of exercise in maintaining a healthy lifestyle. It also enables children to learn about how to stay safe as they cross roads. However, the childminder does not always have a first aid kit with her on every outing to enable her to care for a child appropriately if they become injured.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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