

## Inspection report for early years provision

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<b>Unique reference number</b>	EY423963
<b>Inspection date</b>	11/01/2012
<b>Inspector</b>	Shan Jones

<b>Type of setting</b>	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 was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with her school-aged child in a ground floor flat in a residential area of Worthing. There is no secure garden, but the childminder uses parks and the beach close by for outdoor play. The childminder is registered to care for five children; of these, three of may be in the early years age range. There is currently one child on roll in the early years age group. The childminder also offers care to children aged over five years to 11 years. Children attend different times of the week.

The childminder has an NVQ 3 in Childcare, Learning and Development. The family has one cat and two pet rats. The childminder walks to local schools to take and collect children. She also attends parent and toddler groups.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make strong progress in their learning and development through fun and stimulating play experiences and the childminder uses observations and children's interests to plan activities. However, she does not link her observations to the early learning goals or encourage parents to contribute to these records to more systematically track children's progress. She has a positive partnership with parents which enables her to work with them in supporting their children's individual needs. The childminder provides a safe environment for children and reduces hazards effectively, but has not yet practised and logged emergency evacuation procedures. Self-evaluation is in the early stages and the childminder is beginning to reflect where improvements can be made. She demonstrates a suitable capacity for maintaining improvement as she show an interest for her work and is keen to drive 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:

- develop records of learning and development to more clearly track children's progress towards the early learning goals and provide parents with regular opportunities to add to records
- carry out regularly evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- 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.

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

The childminder implements suitable procedures to maintain children's safety and welfare. She has a secure knowledge of safeguarding procedures and a clear understanding of how to report any concerns about children in her care. The home environment is safe and the childminder completes a written record of risk assessment to identify hazards and show the action taken to minimise any potential risk to children. Suitable safety equipment is fitted around the home and toys and resources are suitable and safe for children to use. These measures help to protect children from harm and neglect. A fire evacuation procedure is in place but there is no fire log book to record any problems encountered during evacuation. The procedure has not been practised with the children so that they know how to exit the premises safely, should the need arise.

Children receive appropriate and consistent care because the childminder has established positive relationships with parents. A range of written policies and procedures to underpin the childminder's practice are shared with parents so that they are fully aware of the service she provides. Although parents are positive and happy about the care their children receive, they do not have opportunities to contribute to children's records and become fully involved in their child's learning. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

The childminder accurately maintains documentation, including registers of children's attendance and parental consent forms. Her documentation is readily available in the event of an emergency. She has a childcare qualification and experience of working in childcare settings and consequently has a good understanding of how children learn and develop. The childminder demonstrates a positive commitment to maintaining consistency within her provision. She makes sound use of reflective practice and regularly reviews the effectiveness of the play sessions and presentation of resources. She provides a suitable range of resources for children to access independently that include positive images of diversity. She provides activities that support children's individual needs and development, promoting equality of opportunity. She shows a clear commitment to improving the standard of childcare, but her use of self-evaluation is underdeveloped and does not yet identify more challenging areas for improvement.

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

Children settle well and are confident and comfortable in the childminder's company. They form warm and positive attachments with her and receive good levels of attention. This helps them to feel cared for and valued. The childminder interacts well as children play, joining in and talking with them. This helps increase their enjoyment and learning. The childminder aims to provide a service that is inclusive for all children and makes sure they can all join in. The systems for

planning and assessing children's progress are underway, and the childminder plans activities that take into account children's interests and next steps for development. However, observation records are not linked to the six areas of learning to help track their progress more clearly.

Younger children smile and laugh with the childminder and are confident to play on the floor to explore their surroundings. The childminder provides resources that move or make a noise when touched to stimulate younger children to reach out and explore their environment. She supports their developing language skills as she consistently talks to them. They respond to her and use gestures and sounds to communicate their wants and needs. Younger children enjoy outings to toddler and music groups, which broadens their experiences as they explore their community and socialise with others. The childminder helps set good foundations for children's future life skills through activities that support their numeracy, reading and writing skills. She also encourages children from an early age to spend time looking at books with her, as a way of engaging them in early literacy skills. The childminder provides creative activities which include painting and sticking, which helps towards developing children's imagination. She promotes equality and diversity appropriately with a developing range of resources and activities. She uses age-appropriate explanations that help the children understand differences between people.

The childminder has a sound understanding of the importance of encouraging children to adopt healthy lifestyles. Children become familiar with appropriate personal hygiene routines. For example, children are encouraged to clean their hands prior to eating. Parents provide their children's food and the childminder makes sure it is stored in the refrigerator and reheated appropriately. Children are given regular drinks of water to quench their thirst. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately. There are opportunities for children to have fresh air and exercise. For example, they walk to school daily and visit the local parks. Children are developing their understanding of keeping safe when outdoors as the childminder talks to them about crossing the roads safely. Young children are also safely harnessed into the pushchair to keep them safe.

The childminder is actively and enthusiastically engaged in all aspects of children's development and learning, offering sensitive support and guidance to all children. This ensures that they can participate and make good progress. The childminder has a very positive manner with children. They develop suitable levels of self-esteem and confidence as the childminder gives them praise for their successful achievements, such as when they name animals as they play. Her tone and language are calm and reassuring. As a result children behave well.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
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	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