

Inspection report for early years provision

Unique reference number	EY432243
Inspection date	13/01/2012
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2011.

She lives with her husband and three children aged 19 years, 13 years and 10 months. They live in a house in Portslade near schools, parks and shops. The majority of the ground floor of the property and an upstairs bedroom are used for childminding. There is an enclosed garden available for outside play. There are steps into the outdoor area. The childminder has a cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five 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 three children in the early years age group. She also offers care to children aged up to 11 years. The childminder is registered to provide overnight care for one child aged under five years. The childminder attends local carer and toddlers groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and have a fun time with the childminder. They receive skilled support from the childminder that helps every child make good progress towards the early learning goals. Children's safety, health and individual welfare needs are met well. Good links with parents work well to promote continuity of care and, to some extent, involvement in their child's learning. In general, the childminder is taking positive steps to maintain continuous improvement and successfully promotes good 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 reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- involve parents in contributing to children's records and in supporting and extending their child's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role and responsibilities to safeguard children's welfare. She has robust procedures to follow in the event that

she has any concerns about a child's well-being. The childminder creates a safe and secure environment for children. She carries out rigorous safety checks that minimise hazards effectively for children both in the home and on outings. The childminder supervises children well. The required documentation to help support and safeguard children's welfare is in place and shared effectively with parents.

The childminder creates a warm, welcoming and visually stimulating environment for children. There is a good range of safe and suitably challenging resources for children. The childminder uses her resources well to support and promote children's learning and development. She makes good use of the outdoor area with the children. This includes using bird posters that encourage children to take an interest in wildlife by recognising different birds. The childminder has plans to develop the garden further to create a more stimulating learning environment.

The childminder forms good working relationships with parents. She shares a comprehensive and clear range of policies with them so they know what to expect from her. Parents provide information about their child's culture, home background and needs. This enables the childminder to meet children's needs well and provide an inclusive environment where every child is valued. The childminder gives every child the care and support they need to help them achieve. Where necessary, she adapts her home and activities so that each child is fully involved. The childminder implements good procedures for liaising with support agencies and other providers in order to promote continuity of care and education for children.

The childminder ensures she obtains information from parents about a child's interests and abilities when they start with her so she can help them settle. They verbally exchange information to help ensure children's needs continue to be met. Parents have access to the plans of the weekly activities so they know what their child is going to be taking part in. The childminder makes good use of a daily sheet to keep parents well informed about their child's day. The childminder sometimes uses this sheet to share what a child has achieved in their learning. However, she is not fully exploiting the ways in which parents can contribute to their child's learning records and be involved in continuing learning at home.

The childminder has made good progress in starting to evaluate her childcare provision. She is accessing support and advice from her local authority. This is enabling her to identify and address areas for development that will benefit children. The childminder is also booking on further training to improve her knowledge and skills. However, her ways of evaluating herself are still in the early stages of helping her maintain improvement to outcomes for children. The childminder has not yet developed an ongoing systematic way of reflecting on her practices or sought the views of parents and children as part of the process.

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

Children arrive happily and quickly made themselves at home. They show a strong sense of belonging as they confidently look around and find their favourite

activities. Children become very independent as they can easily access a wide range of resources from the low storage. Children behave well and are good at sharing resources with their friends. The childminder is very attentive and supportive to the children. She praises and encourages them, celebrating their achievements. This results in children building a strong sense of self-esteem. Children develop a good understanding of diversity as they take part in varied activities where they learn about differences in society.

Children make good progress in their learning and development as the childminder is skilled at extending their play. Her ongoing observations and assessments enable her to plan effectively for each child so they continue to develop. The childminder encourages children to work things out for themselves. As a result, children develop the skills they need for their future learning. For example, they work out how to put the toast in the toy toaster so that it pops up. They investigate their world as they use simple technology. Children problem solve as they play with shape sorters. They realise that there are several pieces that are the same shape and so fit in the same hole.

Children use their imagination well as they play with the play kitchen. The childminder interacts well with them as they play, promoting their language skills. She forms a strong bond with the children so they feel at ease and secure. Children smile and giggle as they play with her. They enjoy looking at books together and talk about what they see. Young children repeat the words after the childminder. There are plenty of resources available to children where they can practise their early writing skills.

Children develop healthy lifestyles as they enjoy a balanced and nutritious diet. They develop a good awareness of what is good to eat as they talk about the posters on the wall and try different foods. Children adopt good personal hygiene routines. They engage in a wide variety of outdoor activities and physical exercise. Children's understanding of dangers and how to stay safe is promoted well on outings. They also regularly practise fire drills, which also helps them understand what to do in an emergency in the home.

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