

Inspection report for early years provision

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Inspection date	18/01/2012
Inspector	Kerry Iden
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 was registered in 1991. She lives with her husband and two foster children in a detached house in a residential area of Chichester, West Sussex. The whole of the ground floor of the childminder's property is used for childminding as well as a first floor bedroom for overnight care. There is also a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register; to care for no more than six children at any one time, of whom no more than three maybe in the early years age group and of these only one may be under a year. There are currently six children on roll, three of whom are in the early years age group and all attend on a part time basis. The childminder walks or drives to local toddler groups, pre-schools, the park and other places of interest. The childminder is registered with the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are settled, achieving well and happy within the setting. They are developing good levels of independence and social skills through most routines. There are strong relations with parents where children's care and development needs are discussed. This is being extended well to most outside agencies involved in children's care. The childminder has made improvements since the last inspection and kept up to date with the implementation of the Early Years Foundation Stage. Therefore the childminder demonstrates her commitment to making continuous improvement.

What steps need to be taken to improve provision further?

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

- develop meal times to enable children to build on their relationships with each other, whilst allowing older children to offer themselves as positive role models
- further develop links with early years settings children attend to promote a collaborative approach to children's learning

The effectiveness of leadership and management of the early years provision

The children are able to play in a safe and secure setting. The childminder has a good understanding of the correct procedures to follow with any concerns she may

have about their well being. She works in partnerships with the parents to ensure children's continued safety. She shares her written policies and implements safe collection procedures. The childminder supervises the children both inside and out and has completed risk assessments for her home and outings. Children are also able to understand emergency procedures through evacuation practices. The childminder is well organised with all documentation. This is shared when parents start in the setting and is instantly available for inspection.

The childminder has adapted well to the implementation of the Early Years Foundation Stage. She maintains an open mind to new ideas and works collaboratively with the local early year's coordinator. The childminder has a good understanding of areas for her own development, for example, building on her written observations of children. However she has already made a good start to this showing her ability to drive improvement within her own setting. She values the input from the children and regularly asks parents for their evaluation of the setting. The childminder also evaluates and makes good use of the resources available to her both in the setting and in the local environment. The play room offers the children a space where they feel they have some ownership. They are able to make choices from resources at their level which are rotated with additional items.

The childminder has a lot of experience of supporting families with children who have specific individual needs. She is keen to work with parents to ensure consistency, such as in managing children's behaviour. Additionally she works collaboratively with outside agencies to ensure each child gets the support they need. Children are also becoming aware of different cultures and the different backgrounds of children attending the setting. Through show and tell sessions children are encouraged to show items that represent their heritage. Younger children show their favourite items to enable them to feel included through this activity. The childminder has built strong relations with the parents over many years; often caring for younger siblings as older children move on to school. She shares events of each day upon collection including any effective strategies used. In addition she has more recently been sharing the observations she has made and the identified next steps in children's learning. Therefore partnerships with parents are well established and parents are able to support children's learning. The childminder has started to extend this partnership approach with other early years providers. However shared information is more generalised and not yet included the childminder's observations on children's progress.

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

Children are happy, settled and making good progress in their development. They are becoming independent through routines such as changing clothes and their personal care needs. They support each other for example, after lunch older children help younger ones to clean up and wipe their faces. Children have a good

relationship with the childminder and each other. They ask about others who may be attending the setting after school. The childminder offers them a nurturing yet stimulating environment and supports their learning. She knows the children well, their favourite resources and their preferred style of learning. Therefore the childminder plans for them accordingly using these interests. To meet the needs of individuals the childminder promotes a lot of learning outside as they incorporate different activities in their time away from the setting. Recorded observations also support the childminder in identifying next steps in children's learning.

Children feel safe and secure and through routines can risk assess for themselves. For example, as they re-position their chair closer to the table at lunchtime. They understand the need to stay close to the childminder when away from the setting and comment to her if they are on the wrong side of the pushchair. Children demonstrate a sense of belonging. As older children return from pre-school they follow routines removing outdoor clothing and getting ready for lunch. Their need for rest and sleep is considered to meet the individual routines of all children. Healthy snacks and plenty of outdoor activities provide children with positive messages about healthy lifestyles. Children explore their local area where they can access woodland and open spaces. Alternatively they develop their physical play within the fully enclosed garden. Children are developing their independence at meal times although the practical arrangements do not allow for a fully integrated sociable meal time.

Children play well and show an awareness of others. The childminder works in conjunction with parents on effective strategies for individual's behaviour to promote a consistent approach. Children are valued for the contributions they make about what they would like to do. Children are developing good communication skills. The childminder supports the development of young children's vocabulary through shared stories and introducing new words. Children are praised for differentiating the sounds of different vehicles which inspires them to continue. Mark making and the beginnings of emergent writing are evident through many activities. Through the use of resources such as shape sorters and inset tray puzzles young children are developing their concepts of shape and space. Whilst older children are challenged further with more complicated puzzles and regular discussion on numbers. Therefore all children are beginning to develop early skills in order to secure future learning.

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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