

Inspection report for early years provision

Unique reference number	109156
Inspection date	19/01/2012
Inspector	Claire Parnell
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 1998. She lives with her husband and four adult children. They live in Uckfield, East Sussex and are close to shops, parks, schools and public transport links. The whole of the ground floor of the childminders house is used for childminding. There is an enclosed garden available for outdoor play. The family has a cat as a pet. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend at any one time; of these, no more than three may be in the early years age group. The childminder is currently minding one child in the early years age group, on a part time basis. The childminder collects children from the local school and attends toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled because they are valued and supported within their everyday activities. Children's welfare is promoted appropriately through the childminder's policies, procedures and practices. The childminder supports children's learning appropriately by knowing them as individuals, and providing a suitable range of activities. However, the assessment system is not consistent enough to promote children's progress fully. The childminder demonstrates satisfactory continuous improvement by completing actions and recommendations from her last inspection. However, she does not have an evaluation system to assess the effectiveness of her service. The childminder has satisfactory partnerships with parents but does not seek their consent for all outings.

What steps need to be taken to improve provision further?

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

- implement a consistent and frequent approach to observing children's achievements to track their ongoing development
- seek consent from parents to take children on outings, with particular regard to swimming
- develop systems to evaluate the effectiveness of the service and act on identified areas for improvement.

The effectiveness of leadership and management of the early years provision

Children are appropriately protected as the childminder has a suitable knowledge of safeguarding procedures. She has relevant references and contact numbers to ensure she follows the correct procedures if child protection issues arise. The childminder has appropriate systems in place to record children's accidents and medication, and has an up-to-date first aid certificate. The premises are kept safe and secure through satisfactory risk assessments, where the premises are checked regularly for hazards. The childminder takes children's safety on outings into consideration. The childminder completes all required documentation appropriately. However, she does not always seek parental consent to take children on outings, for example, swimming.

The childminder has a satisfactory awareness of her strengths and the areas that she has identified to develop, although there is no evaluation system to show the effectiveness of her service. She has attended training workshops relating to areas for improvement, such as assessment, planning and observation. The childminder has made a clear effort to meet the actions and recommendations given at the last inspection, to improve outcomes for children.

The childminder encourages the use of the downstairs space imaginatively, allowing children the freedom to choose where to play. Children have access to a range of resources, equipment and toys reflecting and promoting all the areas of learning. All resources are in low-level containers, helping to support children's independence. The childminder provides a suitable range of resources that reflect positive images of today's society, promoting children's understanding of people's differences and inclusion.

Partnerships with parents are positive. Parents have access to a service statement and copies of the childminder's policies and procedures that promote suitable practices. Parents receive verbal information on a daily basis. Additionally there is a two way system of texting throughout the day to keep both parties up to date with relevant information about the children. The required documentation is in place to ensure children are cared for in line with parents' wishes. The childminder is confident to initiate appropriate communication systems with other settings to share relevant information about children's care and learning. This supports continuity for children.

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

Children enjoy their time with the childminder. They independently access and explore the resources, extending their experiences through the effective interaction from the childminder. The childminder encourages children to initiate the play; she uses effective questioning and statements to help extend children's interest and engagement. For example, the childminder asks the child if the dough will fit in the

pot, the child then experiments to find which pot the dough will fit into. This promotes children's problem solving skills. Children's concentration is supported well due to the childminder's genuine interest and love for the children. Children gain an understanding of numbers, colours and shapes through repetitive activities, conversations and appropriate use of resources. Children are inquisitive and want to know more. The childminder recognises this well and contributes to their learning by introducing further resources and questions. Children actively act out roles from every day routines, such as making tea. They are eager to use real life resources, such as water from the tap, and know that the kettle makes the water hot.

Children feel safe in the childminder's care and learn about safety aspects throughout their daily routines. For example, the childminder explains how to sit on a large, adult chair safely when children want to play with the dough. She talks to them about how to sit and eat safely so that they don't choke. Children develop a fascination for technology, learning to turn equipment on and using tools for a purpose. They explore new uses of equipment such as catching beads that bounce on the trampoline, causing laughter and excitement when the childminder makes the beads bounce higher. Children have daily exercise, both inside and out. This includes using the trampoline and riding on trikes. In addition, they play on outside equipment at the local park and large equipment at toddler groups. Through all these activities, children are developing the skills for the future.

The childminder knows the children well enough to provide various experiences that support their ongoing development appropriately. She makes basic observations of children's achievements. However, these are not frequent and do not accurately portray children's stages of development to effectively plan for their progress.

Children are developing an understanding of healthy lifestyles. They are encouraged to wash their hands after nappy changing and before eating, accessing their own towels in the downstairs bathroom. The childminder reminds them to wipe their noses and to dispose of the tissues themselves. Children have access to fresh air every day when walking to and from local groups and schools. Children are encouraged to help themselves to their drinks throughout the day, which the childminder replenishes as and when necessary.

Children behave well. They have clear boundaries and expectations from the childminder, who gives suitable explanations to promote their safety. Children are encouraged to interact with their peers through toddler groups and local amenities. The childminder also continues to support children's relationships with other children who no longer attend, by meeting up on a regular basis, helping to forge long-term friendships.

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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