

## Inspection report for early years provision

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<b>Unique reference number</b>	401848
<b>Inspection date</b>	23/01/2012
<b>Inspector</b>	Jill Steer
<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 2003. She works with another childminder from the family home in Lewes, close to shops, parks, schools and public transport links. A side extension to the family home is used for childminding, where children have the use of two rooms and an enclosed patio and outdoor play area.

When working on her own, the childminder 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 group. When working with another childminder, together they can care for a maximum of five children under eight years at any one time, all of whom may be in the early years age group. She is currently minding one child in this age group. She also offers care to older children aged up to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Good relationships with parents and other providers involved in the children's care have been established to provide consistency of care and to further promote children's well-being. Self-evaluation continues to be developed and the childminder demonstrates a strong capacity and drive for ongoing improvement. The children's safety, care and learning needs are mostly well promoted in a child-friendly environment. Children are well supported and successfully challenged in their learning. As a result they make good developmental progress in most aspects of their learning.

## **What steps need to be taken to improve provision further?**

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

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- encourage children to add to their first-hand experience of the world through the use of information and communication technology

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

The childminder has a clear understanding of her role and responsibilities to safeguard and promote the welfare and safety of the children in her care. A detailed safeguarding policy is in place and shared with parents. Regular and thorough risk assessments are completed of the premises and for all venues children are taken to visit. These effectively identify any potential hazards and the childminder takes action to minimise the risks. Sensible guidance is given to children to help them to learn to keep themselves and each other safe. They regularly practise emergency evacuation drills but the childminder has not considered the benefits of recording details of them in order to evaluate their effectiveness. The premises are organised so children can move about freely and safely.

The good quality resources are well maintained and organised to promote children's independent selection of the toys they want to play with. Through her experience and understanding of how children learn and develop, the childminder successfully creates a stimulating, homely environment and plans activities and experiences that help each child to make good progress in their learning. She uses an effective recording system to track each child's development taking account of their individual starting points and plans for their next steps. The childminder is aware of the strengths and weaknesses in her provision. She has addressed all the actions raised at previous inspections to significantly improve and sustain her practice. She seeks parents' views as part of her self-evaluation and demonstrates a clear drive towards ongoing improvement. Parents provide positive feedback and speak highly of the childminder and her caring nature.

The childminder has built good relationships with the parents and shares information on a daily basis about the children's welfare and development. She makes sure she has all the information she needs to care for each child as an individual and to offer all the support they may need. The childminder values the uniqueness of each child and through well-planned topics and open discussions, raises children's awareness of the diverse society in which they live. She provides positive images and resources and has discussions with the children to raise their awareness of differences. Therefore, from an early age, the children demonstrate a sensitive understanding of the needs of others. Consistency of care between settings children attend is promoted by the childminder working with them to share relevant information about the children's development and well-being.

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

Children play happily in the childminder's care, choosing and helping themselves to the toys they want and demonstrating how safe they feel. They know what is

available and where to find it, enabling them to be independent and confident. For example, when they see a photograph of themselves playing with a fire station, they go and take it from the shelf and begin to play. The childminder provides dialogue and reminiscences about the photograph, which reinforces children's recollection and enables them to develop a sense of time. Children's developmental progress is observed and clearly recorded by the childminder in individual learning journeys and linked to the six areas of learning. The next steps in their development are then identified and used effectively to contribute to the planning, so that suitable activities are provided which reinforce and extend their learning. Children gain good skills for the future overall but there are few resources which introduce children to and enable them to explore modern technology and programmable toys. The childminder supports children as they play, encouraging their exploration and experimentation using the resources, for example, providing pots for children to sort the chalks into after drawing with them. They are constantly praised for their achievements, which makes them smile and boosts their self-esteem. Outings are well planned so children enjoy the fresh air and exercise while learning about their environment. For example, they stomp on crisp autumn leaves and compare the sound to that of stomping on gravel, then make pictures with the leaves they have collected.

Healthy living is further encouraged through the children eating a nutritious selection of food, provided by their parents with guidance from the childminder of what to include. They look at books they have found in the library about healthy food so children find out where it comes from. Children routinely wash their hands after using the toilet and before eating so they establish good personal hygiene habits.

Children are kept safe indoors with house rules about considerate behaviour and outdoors by holding hands and watching for cars before crossing roads. The children wear wrist bands with the childminder's contact details on and they all wear the same colour tops so they can identify each other easily. The childminder's positive behaviour management strategies means children are acknowledged and praised for their efforts and respected as individuals. For example, the childminder offers praise to acknowledge their contribution and as a result, children acquire a positive disposition to learning. Resources and topics raise children's awareness that everyone is different and that there are many different people in the world. They enjoy looking at pictures of their families, seeing the different generations of people who make up their society.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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