

Inspection report for early years provision

Unique reference number	EY342420
Inspection date	15/02/2012
Inspector	Lisa Cupples
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 first registered in 2006. She lives with her husband and their two children in Burgess Hill, West Sussex. The whole of the property is used for childminding, with the exception of the office and the master bedroom. All children have access to a fully secure garden for outdoor play and the family has no pets.

The childminder is registered to provide care for four children under eight years. Of these, only two may be in the early years age group at any one time. She is currently caring for two children in the early years age group and one older child. The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled during their time with the childminder. She knows the children and their families well, enabling her to meet the children's individual needs effectively overall. Children's welfare, learning and development are successfully promoted; ensuring children make good progress in most areas. Partnerships with parents are good, although links with other early years providers are less successful. Effective self-evaluation means areas for development are identified and acted upon, demonstrating a good capacity to improve.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to develop and use their home language in their play and learning
- implement systems to share information with other providers of the Early Years Foundation Stage framework to ensure continuity of care, play and learning for those children who attend other early years settings

The effectiveness of leadership and management of the early years provision

All children are safeguarded effectively because the childminder has a clear understanding of child protection procedures and knows how to implement them to protect the children in her care. She has attended safeguarding training to ensure her knowledge and understanding remains up-to-date and in line with current guidance. Written policies and procedures are openly shared with parents

to ensure they are fully aware of the childminder's role and responsibilities towards protecting their children. Children enjoy a safe and secure play and learning environment because full written risk assessments are carried out covering all areas the children come into contact with. The risk assessments are adapted and changed as circumstances arise to ensure they accurately reflect and minimise any potential risks to children.

The childminder has made good progress since the last inspection. She has addressed the previous recommendation and has obtained written parental consent to transport the children in the family vehicle. Regular and accurate self-evaluation ensures the childminder effectively identifies her strengths and any areas for development. For example, she is currently developing an allotment area in the garden for children to begin growing vegetables in the spring. The childminder also attends regular training courses, such as food hygiene, to ensure her personal knowledge and understanding of the Early Years Foundation Stage framework continues to develop. All children have access to a wide range of resources and play materials that are suitable for their age and stage of development. All resources are stored at a low-level, both in the lounge and the play room to ensure children's independence is promoted as their decision-making skills develop.

Children have the use of a range of multicultural resources and see positive images of diversity around the setting to promote their understanding of the wider world. They celebrate cultural festivals and enjoy stories from around the world. Children with English as an additional language are supported well through detailed discussions with their parents and comprehensive written records. However, there are limited opportunities for children to use their home language in their play and learning at this time. All children benefit from the strong partnerships between their parents and the childminder. A wealth of information is shared both verbally and with written records to ensure the children's individual needs are effectively promoted overall. Parents have access to their children's records at any time and are able to contribute to the records about their children's learning. The childminder actively seeks feedback from the older children and parents through discussions and the use of questionnaire's and she welcomes any suggestions to drive improvement to the service she provides. The childminder has not fully developed systems to share information with other early years providers to promote continuity of care, play and learning for those children who attend other early years settings.

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

The childminder has a good understanding of the Early Years Foundation Stage framework and implements it effectively overall to meet the individual needs of the children who attend. She spends time observing what the children can do and uses the information to identify the children's next steps, incorporating their own likes and interests. The childminder then plans a wide range of activities and experiences to ensure the children make good progress towards the early learning

goals. All children enjoy a wide variety of play and learning opportunities and enjoy a well balanced programme of events and activities, both inside and outside. Children enjoy initiating their own play, such as role play and inventing characters. They also participate in adult-led activities, such as making food charts, recording what healthy foods they eat. Younger children have many opportunities to explore and experiment with wide range of textures and materials, using all of their senses. Children enjoy listening to music and confidently match actions to rhymes. They wave their arms around and giggle as they clap and sing. Younger children watch carefully and copy the other children's actions. Children count at every opportunity, as they sing number rhymes, count items and recognise numerals during activities.

Children feel safe and secure during their time with the childminder and younger children often hold up their arms for cuddles. They snuggle with the childminder as they get ready for a rest and listen to the music playing in the background. All children are beginning to learn the importance of keeping themselves safe through daily routines and activities. For example, children know they must not climb on the furniture in case they fall and hurt themselves. They learn how to use a range of tools safely, such as, scissors during art and craft activities. All children learn how to evacuate the premises quickly and safely because the childminder ensures they practise regular fire drills. Children learn about healthy eating and the importance of healthy lifestyles through discussions, daily routines and activities. The childminder provides a wide range of healthy and nutritious snacks and meals for the children and they talk about the types of food that are good for them. Children follow good personal hygiene routines as they wash their hands at appropriate times to prevent the possible spread of infection. The childminder uses visual prompts to remind the children and to encourage them at all times.

Children have ample opportunities to develop their physical skills. Younger children have the space to crawl and begin to stand, moving around the furniture for support. They enjoy some outdoor activities, reaping the benefits of the fresh air daily. All children behave well because the childminder implements clear rules and boundaries consistently. Consequently, children know exactly what is expected of them and they are keen and eager to please, enjoying the praise and encouragement as the childminder recognises their efforts and achievements. Children share and take turns with little or no encouragement and the childminder is a good role model. She demonstrates turn taking during activities and encourages the children to use their manners, reminding them to be polite and considerate of others.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----