

## Inspection report for early years provision

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<b>Unique reference number</b>	EY410982
<b>Inspection date</b>	28/02/2012
<b>Inspector</b>	Liz Caluori
<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.

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 2010. She lives with her partner and one child aged five in Brighton, East Sussex. Her flat is on the second floor making and all areas are used for childminding. As there is no access to a garden, children are taken out daily for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may 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. She currently has three children under eight years on roll, of whom two are in the early years age group. All children attend on a part time basis.

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

Overall the quality of the provision is good.

Children have a thoroughly enjoyable time with the childminder and achieve well as a result of the broad range of skilfully planned activities and experiences on offer. Their individual personalities, preferences and needs are well recognised and they learn to understand and respect diversity. Recently developed systems for observing and planning are generally very good but have not been extended to clearly monitor the rates at which children are progressing. Very positive relationships exist with parents and carers. Systems are in place to seek their input in future planning but have not yet been implemented. Safety is highly prioritised and excellent arrangements are in place to promote children's good health.

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

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

- further refine the systems in place to monitor children's learning and development to determine the rate at which they are progressing in order to more easily identify any gaps in achievement
- offer greater encouragement for parents and carers to take an active role in planning for their child's learning and development.

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

The childminder places strong emphasis on ensuring that children are safe whilst also allowing them to develop their independence. Thorough risk assessments are undertaken to identify any potential hazards in her home and on planned outings. The childminder has arranged her home to allow children a good amount of

freedom to explore and investigate but is vigilant in her supervision. Written policies outline the procedure to be followed should she have any concerns about the welfare of any child in her care. Good fire safety arrangements are in place. The childminder has identified the escape routes from her home and involves children in regular emergency evacuation drills. She has a fire blanket in her kitchen and electronic smoke detectors are fitted throughout her home.

The childminder has devised comprehensive and effective systems to support her in the safe and efficient running of her service. Her extremely good understanding of the requirements and ethos of the Early Years Foundation Stage enables her to provide highly individualised care for each child. She uses her sensitive observations of each child in order to provide activities and experiences which they thoroughly enjoy. She maintains written records of each child's achievement and whilst well observed and well written, these do not always fully indicate the good progress children are making. As a result, the records are not particularly useful in supporting the childminder to monitor the rate at which each child is progressing.

The childminder is proactive in evaluating all aspects of her service and very competently identifies and prioritises areas for improvement. Her aim to provide the best possible care for children is evident as she continues to extend her knowledge of child development and childminding practice. She does this through regularly attending training and independent study looking at books, internet sites and liaising with other early years providers.

Children play with a good range of toys and resources that are very well maintained and attractively presented so that they can select items independently. These including many items made from natural materials. Space is well organised to provide a homely, comfortable but also stimulating environment which children explore safely.

Children's individual personalities are very well understood and respected. The care and attention given to promoting their emotional well-being helps them to develop positive self-esteem. Books, resources and activities are provided to promote positive images of different people from the local community and the wider world, including those with disabilities. This supports children to learn about and respect diversity and helps to prepare them to interact effectively with people who will later become their neighbours and colleagues.

Parents and carers express high levels of satisfaction with the care their children receive, for example sending a thank you card telling the childminder that she is 'brilliant' and their child 'adores' her. They receive clear and detailed written information outlining the childminder's aims, objectives and working practices. These are set out in written policies and procedures as well as seasonal newsletters. Records of each child's learning and development are also shared with their parents and carers. These include many photographs and clearly illustrate the experiences and achievements of each child. As these records do not routinely indicate the specific next steps identified for each child they do not prompt parents and carers to contribute their ideas to future planning. The childminder understands the importance of working in partnership with other professionals, including any other early years settings attended by the children, but has not yet

been required to do so.

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

Children are extremely happy and settled in the childminder's care. They enthusiastically take part in the activities on offer and are very confident to make choices and decisions. This supports them to become independent in their learning. Their love of books is evident as they sit with the childminder looking at pictures and exploring their new skills of making the noises appropriate to each different animal. Their language is very effectively promoted as the childminder offers praise and encouragement. She uses humour very well to engage children's interest in new sounds and words. Children have easy access to crayons, pencils, chalks and other art materials to express themselves creatively and to develop their mark making skills. Children's imaginations are also extended through charmingly bizarre and fun stories and discussions which involve a lot of shared jokes. Toys such as finger puppets very successfully engage children's interests and encourage role play.

Good opportunities exist to enable children to develop an understanding of numeracy and develop strategies for problem solving and reasoning. Skilfully planned activities such as providing two bowls with pebbles in one and conkers in the other encourages even the youngest children to compare, match and sort. Children also regularly attend local groups where they are able to mix with other children and engage in a wider range of experiences.

Children make very good use of the local park to engage in physical games and to benefit from the fresh air. They explore a range of fixed play equipment and are gaining confidence in their climbing. They are also currently fascinated by a set of steps in the park grounds, taking time each day to climb up and down. The childminder recognises the benefits of these simple activities and is very competent at extending such games to promote children's learning and development.

Children demonstrate a very strong sense of security in the childminder's care. They learn a range of skills to keep themselves and others safe, for example young children know to blow their food before eating. All children are supported to learn about safe road crossing, including paying attention to driveways. They are also taught, in an age appropriate manner, to be cautious around unfamiliar adults. They are welcoming to visitors but look to the childminder for reassurance.

Children enjoy extremely nutritious snacks and meals, carefully planned to reflect their preferences and dietary requirements. Even the youngest children develop an excellent understanding of different foods and receive very good encouragement to try new tastes. The childminder prepares meals from scratch using mainly organic produce and has drinks available for the children at all times. Children's personal care needs are thoroughly understood and they learn about the importance of good hygiene including washing their hands before eating. In

addition to visiting parks on a daily basis, children also engage in physical games in the childminder's home. They love to dance and are developing extremely good coordination. The warm, positive atmosphere within the home, along with the childminder's calm manner, promotes good behaviour. Children's good social skills, along with their high levels of achievement, help to prepare them to face the challenges of the future.

## 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

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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	1
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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