

Inspection report for early years provision

Unique reference number	115185
Inspection date	16/03/2012
Inspector	Chris Mackinnon
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.

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Description of the childminding

The childminder was registered in 1989. She lives with her husband and adult son in the Durrington area of Worthing, West Sussex. The whole of the childminder's house is used for childminding, with an enclosed, back garden used for outdoor activities. The childminder occasionally works with an assistant. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of six children under eight years may attend, with no more than three in the early years age group. The childminder currently has seven children on roll, with four in the early years age group. The childminder makes visits to locally organised, group activities and play centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder is highly successful in promoting individual children's achievement and meeting their needs. Children enjoy a stimulating and richly resourced indoor and outdoor play environment overall, with a minor area for further development. A comprehensively organised programme of activities ensures children make excellent progress with learning. The childminder closely and effectively works with parents and maintains very good links with other carers. The childminder makes excellent use of self-evaluation to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing how children access books and explore words and texts.

The effectiveness of leadership and management of the early years provision

The childminder provides highly organised, home-based care for children in a well prepared setting. She is a long established and experienced early years practitioner and provides an extremely well structured programme of play and learning. The organisation of safeguarding is fully prioritised, with well detailed record keeping and a wide range of policy guidance in place.

The childminder has a clear and well organised action plan and is highly attentive to the continual promotion of improvement. For example, she is in the process of applying for network childminder status and has introduced an outdoor, play

workshop for children. Self-evaluation is also consistently organised and used to identify improvement. A clearly written, appraisal document is in place and parents and children's views are most successfully gathered and used to evaluate practice. The childminder establishes close and productive partnerships with other carers. She makes visits to local, day care settings with minded children and uses clearly organised documents to share details of children's development. She also makes consistent use of her contact with local schools to support older children's continued learning.

The childminder has created an excellent play environment that is generously resourced. She has a dedicated, play area for children that contains a highly stimulating array of visual learning elements and play areas for specific learning. For example, there is an excellently stocked, kitchen, role-play area and art-craft work table. Assembly sets and small world play materials can easily be selected from a wide range of shelves and low-level areas. There is also a separate room which can be used for active games and expressive play. Children have excellent and highly motivated learning in the back garden, which has a dedicated play workshop. This provides children with a workbench, a play space for malleable materials and an excellent and highly stimulating range of tactile and sensory resources. Children can also successfully move freely from the indoor playroom, to combine and adapt resources in the garden, workshop area.

Inclusion and the promotion of diversity is strongly featured and consistently maintained. The childminder successfully uses her knowledge of each child to organise activities and meet their learning needs. For example, she takes a full account of their interests and development priorities to successfully plan their learning. A highly organised range of diversity-based play is included in the programme. Children learn about other cultures through many featured festivals throughout the year. These often include parents, who are encouraged to contribute and join in. Children also benefit from access to a specifically selected range of diversity-based play resources and materials.

The childminder's partnerships and working with parents are particularly strong and well promoted aspects of her provision. Parents are most effectively included through the establishment of close and frequent contact. For example, they receive daily information on their children's care and welfare, often by means of texting. Parents are also closely engaged by the childminder when she is establishing starting points for learning. Parents are encouraged to take a full part in the assessment system and produce their own learning comment reports. The childminder also makes excellent use of photographs and detailed observation records so that parents can easily see how their children develop and enjoy their play.

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

Children's enjoying and achieving is fully supported through the use of highly organised planning for learning. The childminder produces a comprehensive yearly plan, with detailed guidance on festivals, seasonal events and proposed, play themes. Detailed, shorter-term plans are then used to most successfully include all the six areas of learning and play ideas that are based on children's interests. The accurate and frequent use of focused assessment is also very well used to plan the educational programme and identify children's next steps in learning. Overall, the observation and assessment of children's progress is organised in an exemplary way, with clear and highly accurate, achievement records provided for each child.

Children greatly benefit from the childminder's excellent skills in teaching and her demonstrable confidence to promote children's extending learning. For example, she successfully prompts children to widen the scope of their play, by asking questions and encouraging the exploration of resources. The childminder also makes excellent use of observing how children use her play environment to note patterns of play and to successfully encourage their interests.

The promotion of children's skills for future learning is exceptionally well managed. Children have a wide array of creative, play activities. They enjoy role play, dressing up and a full range of art and crafts activities. Children successfully use tools to make items and combine materials. Children have fun with messy play and greatly enjoy discovery play, adapting resources in the outdoor, play workshop. Children are frequently challenged to count and are successfully introduced to quantities; they greatly enjoy finding out how things work. To promote knowledge of the world, children have bird watching activities outdoors. They play investigation games, where they go round the garden with binoculars, looking closely at bark and leaves.

Children have excellent confidence to use speech and learn words and they enjoy hearing stories that enlivened with 'props' and linked resources. Children also demonstrate skill in naming parts of their bodies and have a wide range of early writing activities, including when outdoors. Close scrutiny of how books are presented in the setting shows there is room for some development. This is so that children can more easily see and choose from the range provided to explore words and texts.

Children's awareness of healthy lifestyles is very well promoted. They are keen to help with preparing snacks and enjoy eating different fruits. The childminder also organises play projects about healthy eating. Children have a wide range of physical activities and are particularly active, moving from the indoor playroom, to the outdoor, garden area. Children also attend local, play centres to have organised group activities and enjoy the challenge of using larger-sized play equipment.

Children are happy and confident. The childminder works in a highly consistently way to ensure children have well established routines and familiar activities to help

them feel secure. Children have excellent support for their safety and detailed, risk assessments are used to help ensure a safe environment at all times. The childminder uses a wide range of skills, and shows the confidence of her experience, when promoting children's personal and social development. She makes excellent use of timely prompts and behaviour incentives, and successfully helps children learn to share and take turns.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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