

Inspection report for early years provision

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Inspection date	28/03/2012
Inspector	Jenny Kane
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 registered in 2011. She lives with her husband and three young children in Winchelsea Beach, East Sussex. All areas of the childminder's bungalow are used for childminding. There is a large, enclosed, rear garden for outside play. A toddler group, shops, park and the beach are within walking distance, with schools a short drive away. The family has several pets including a dog, chickens, rabbits and guinea pigs. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children, of whom one may be in the early years age group. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years. The childminder attends the local childminder support group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and they enjoy positive relationships with the childminder and her family. The childminder provides a stimulating environment which promotes learning and, as a result, children are making good progress within the Early Years Foundation Stage. Children's safety and welfare are high on the childminder's agenda and she knows children's individual needs very well, while striving to provide an inclusive service. Overall, effective partnerships with parents and others provide good continuity of care and effectively meet children's needs. The childminder has a good commitment to her self-development and has started to use self-evaluation effectively to identify areas for improvement. She has drive, enthusiasm and plans for future, demonstrating a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the sharing of information with parents about their children's progress and identified next steps for learning so they can support their children's learning at home

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues. Her safeguarding policy is shared with parents so they are clear about her

responsibilities. She has attended recent training and is confident about raising concerns. The childminder carries out effective, daily, risk assessments of the equipment and all areas used by children to assess and eliminate risks. She encourages children to learn about their own safety during play and on outings. Fire drills are practised with children so they know how to get out in an emergency. The childminder holds a current first aid certificate and is confident in dealing with minor injuries and accidents. In addition, she has a good support network with other childminders, which includes emergency cover.

The childminder is well organised and has clear written information about her service. This includes well-maintained policies and procedures. She plans the available space and resources well and self-selection is encouraged. Children have access to a plentiful range of play materials, many of which reflect diversity and positive images. She strives to make the environment conducive to learning. The childminder is working towards being as sustainable as possible by composting, saving water, growing vegetables and encouraging children to collect the chicken's eggs.

The childminder has a good awareness and strong commitment to promoting equality and inclusion. Although she does not currently care for children who have special educational needs and/or disabilities, she is confident in her ability to care for children who need additional support. She also has a clear understanding of how to work with others to support children to ensure continuity in their development and learning, for example, school teachers, nursery staff and other childminders.

The parents have good working relationships with the childminder. When children first start, they share information about what their child can already do. This goes into the 'all about me' section of the development folders and helps the childminder to establish individual capabilities. Having established children's starting points, the childminder uses her observations to monitor progress and identify the next steps in children's learning. The development folders are being established to be effective records of children's progress when with the childminder and link well to the areas of learning. However, parents are not yet involved in the assessment process or contributing their views about their children's achievements. This means they are not fully able to support their children's learning at home. Good two-way verbal sharing of information and regular phone calls ensure parents are aware of routines and activities.

The childminder has clear aims about her service. She attends several groups and enjoys meeting with other child carers to discuss relevant issues and good practice. The childminder is clear about her childminding service and has started to use effective self-evaluation to identify her strengths and weaknesses. She shows a keen commitment to further improving her knowledge and to attending training.

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

The childminder has a good knowledge of the Early Years Foundation Stage and a clear understanding of how children learn through play. Records show children are making good progress from their starting points. The childminder observes children during play to plan interesting and suitable activities. Her good balance of activities helps promote children's development and their skills for the future. Many of the activities are child-led and this encourages good independence. For example, during the inspection children want to go into the garden; the childminder encourages this and allows them to decide what they do. One child has fun trying to pick up the twigs by the tree, while another tries to pick small plants from the lawn. Later, they explore the chicken enclosure, listening to the sounds these make. The childminder explains that later they are going to collect the eggs and make an omelette for tea. This gives children a chance to help with the animals, understand about good hygiene and learn about where their food comes from. Older children help to plan menus and prepare basic meals.

Children enjoy their play and are developing good communication skills. They are secure in their environment and communicate their needs well. The childminder pays good attention to children and encourages discussions, listening well and encouraging their ideas and opinions. Children have access to a good selection of books and the childminder encourages their love of reading through regular visits to the library. There is some work displayed and posters on the walls, which creates a bright environment. The labelling of some of the resources helps children's understanding of the written word.

There are good opportunities for children to count, identify shape, size and colour during play. One child thoroughly enjoys playing in the water, measuring and pouring. The childminder joins in play and talks about what the water feels like. Children have access to mark-making and art and craft supplies and enjoy these activities. They often suggest ideas for activities. Recently, children decided they wanted to make monster masks. This turned into a week-long activity where children chose to make collages and pictures. This level of decision-making and involvement ensures all children are involved and interested. As a result, children's behaviour is good.

There are wonderful opportunities for children's physical development. Children enjoy being in the fresh air and partaking of activities out of doors. They regularly visit parks and beaches. They have good opportunities to socialise with others when they go on outings and visits in the community. These outings help their understanding of the need to exercise as part of a healthy lifestyle. Children are also effectively learning about healthy eating through their involvement in cooking and shopping activities. Mealtimes are a social occasion where children sit together to eat. The childminder has a good understanding of nutrition, is able to meet all dietary needs and works with parents to cater for individual requirements.

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	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

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

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met