

Inspection report for early years provision

Unique reference number	EY434000
Inspection date	17/04/2012
Inspector	Ann Moss
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 2011. She lives with her husband and two children, aged nine and four years, in Crawley, West Sussex, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding and there is a garden available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, no more than two of which may be in the early years age range. She is currently caring for three children in this age range. She also offers care to children aged over five years to 11 years. She is registered to provide overnight care for one child aged under eight years. The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a happy, inclusive and well resourced environment where children are happy and settled. Partnerships with parents are good helping to ensure that children make good progress in their learning and development and their welfare needs met. The arrangement for documentation is well managed, overall. However, the childminder is in breach of one specific legal requirement. The childminder self-evaluates her business to identify her strengths and areas for improvement. The childminding demonstrates a sound capacity to maintain continuous improvement and bring about good outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare). 02/05/2012

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

- gain further understanding of self-evaluation (or reflective practice) in order to confidently identify aspects of the childminding service that are done well, and those aspects that might be improved, so as to promote good outcomes for children.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust. For example, the childminder gathers all relevant child information, such as, dietary requirements, and ensures these are consistently met. She has an up-to-date understanding of safeguarding children issues and is able to implement her safeguarding children policy and procedure appropriately. She fully understands about the significance of Criminal Record Bureau checks and makes sure that children are never left with unchecked adults. Risk assessments identify both potential hazards and the steps taken to minimise these. As a result children play safely in the childminder's home. All records required by legislation are in place and well maintained. However, although written parental permission is requested, at the time of a child's admission to the setting, to the seeking of any necessary emergency medical advice or treatment in the future. This is not, as yet, in place for all children. This is a breach in a specific legal requirement. The childminder's attention to continuing her professional development is good and training, such as fire safety, enables her to provide appropriate care and support for children in the event of an emergency.

The childminder organises her home with the children in mind. The available resources, which are of good quality, are used well to achieve the planned goals in learning and development. Deployment of resources is very good and children are encouraged to move freely around the childminder's home enjoying a balance of child initiated and adult led learning opportunities and activities. Children achieve well as a result of the setting they are in. The childminder is taking appropriate steps to ensure resources and the environments are sustainable. The childminder has a good knowledge of each child's background and needs and ensures that her own knowledge about different cultures is up-to-date through on going research. She celebrates diversity and supports children to understand the society they live in through discussion and the experiences offered, such as activities and local outings.

Partnerships with other settings are well established. Information gathered is used effectively to help to ensure that learning continues to securely build on what the children know and can do. Partnerships with parents are well established and relationships are good. They find the childminder approachable, easy to talk to and flexible in the care she provides, helping working parents often at short notice. They report that their children are extremely happy in the care of the childminder which gives them peace of mind. There are clear and accessible channels for parents and carers to communicate with the childminder via texts, daily logs, learning records, face to face meetings and telephone calls. This provides good opportunities to share their views about the setting and be involved in some of the decision making process. The childminder is developing her self-evaluation process in order to maintain and promote continuous improvement. She is confident about what she needs to do to improve further and bring out continuous good outcome for children.

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

The childminder has a very good understanding about how young children learn through free flow play and investigation. She plans and provides interesting learning opportunities which encourage the children's interaction and participation. Mental observations supported by some written comments are used in conjunction with photographs and the children's own creations. These learning records support the childminder to track the progress children are making and identify their next steps for learning. The childminder uses 'The Practice Guidance for the Early Years Foundation Stage' and the local authority learning journal to support her work with the children. The childminder understands how children learn through first hand experiences and make sure that they have access to these everyday in this unique setting. Young children are confident and clearly settled and at home in the care of the childminder and family. They demonstrate their growing independence as they help attempt to take off their own shoes and coats and place them out of the way. Children are inquisitive, confident learners. They move freely and safely around the childminder's home. They prefer to explore and investigate and the open access of the childminder's home allows them to choose to do this whenever they wish. They use their imagination as they play with small world toys and musical instruments. Very young children observe the environment inquisitively and as they select a bunch of toy keys the childminder supports their learning and language development by saying the word 'keys' clearly and slowly, helping the child to associate the word with the object which has captured their interest. More able children use simple phonics to help them sound out words and write their name, messages and simple text. All the children interact well with each other, showing care and consideration as they return a favourite lost ball. Children demonstrate enjoyment as they participate in activities and move around the setting exploring independently. Children's attitudes towards learning are good and they make good progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for future learning. Children have good relationships with adults. They play well on their own and with their friends.

Young children are beginning to gain a good awareness about what constitutes a healthy lifestyle, enjoying healthy choices at snack and meal times. They demonstrate a clear understanding about personal hygiene in order to limit the spread of infection. They engage in a wide range of physical activities helping to increase their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Babies appear contented and settled because their well-being, physical and nutritional requirements are well met. Children are secure and develop a sense of belonging. Their understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. For example, sitting safely on their chairs to avoid toppling over. Good quality interaction and well organised routines help babies become confident in the setting.

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