

Inspection report for early years provision

Unique reference number	EY439025
Inspection date	08/05/2012
Inspector	Teresa Elkington
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 has been registered since 2011 and she lives with her husband and four children who are aged over the age of seven years, in Horsham, West Sussex. The family has 2 cats, 3 guinea pigs and gerbils. The ground floor of the home is used for childminding purposes where children have access to a lounge, dining area/kitchen area and conservatory. Bathroom facilities are located on the ground and first floors. Children have daily opportunities for outdoor play within the secure garden and at local parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of five children at any one time, three of whom may be in the early years age group. Currently there are six, children on roll who are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a very happy, inclusive, child orientated environment, in which children's learning and development needs are effectively promoted. Children's well-being and safety is generally well promoted. Positive relationships have been forged with parents and relationships with others are in their infancy. Effective systems to monitor and evaluate practice provide an effective basis to securing better outcomes for children and continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the systems to work together with other practitioners to support transition and consistency between settings
- practise the emergency evacuation regularly so that all children know how to protect themselves in an emergency.

The effectiveness of leadership and management of the early years provision

The childminder has a sound knowledge and understanding of safeguarding children issues. She has formulated effective procedures in support of this area of her work. She manages children's records well, which she files and stores appropriately to maintain confidentiality. Thorough risk assessments have been undertaken, which includes all areas of the home as well as outings, which enables children to play in a safe and hazard free environment. A fire evacuation plan is in place. However, this is yet to be practised with the children, to enable them to become familiar with the procedure to follow in the event of an emergency. The

childminder implements good procedures to protect children from the spread of infection and takes necessary steps to promote their good health.

The childminder demonstrates a strong capacity to develop her provision. She has adopted systems to evaluate her practice, which includes the use of on going self-evaluation and feedback from parents through the use of questionnaires. She values ongoing training in order to extend her knowledge and professional development, which in turn promotes positive outcomes for children. The home environment is organised well to enable all children to have ample space to play, discover and learn. Toys and resources that are clearly labelled with words and pictures are easily accessible to children, which develops their independence.

The childminder has a sound awareness of children's individual needs and promotes equality and diversity well. She is fully supportive of children's unique needs, which enables her to successfully provide purposeful play experiences that are tailored to children's current learning and development. A good range of resources, outings and activities that embrace diversity are available to children which enhances children's understanding of ethnicity and disability.

Through good verbal communication and with the use of a daily diary parents are kept well informed about their child's day. This means that they are fully aware of what their children have enjoyed taking part in along with information about their care. Clear systems are in place to enable the childminder to be fully knowledgeable about children's individual needs from the onset. She takes time to visit children within their own homes, which enables her to observe children at play and discuss their needs fully with parents. Detailed information is shared with parents to fully inform them about the childminder's policies and procedures which detail her working ethos and good practice. Systems to support children that attend other early years settings are not yet fully established to ensure continuity in children's learning.

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

Children enjoy their time at the childminder's home where they have ample opportunities to develop many skills. Children are well settled and confident and display a strong sense of belonging. Children show enthusiasm in all that they do and enjoy the positive interactions that they receive from the childminder. This enables them to develop in confidence and lead their chosen play experiences successfully. Children make strong progress in their learning and development. Good observations, assessment and planning systems have been devised and children's progress and achievements are well documented and catered for.

Children's language skills are advanced through the childminder's interest in what they have to say. She helps enhance their confidence and extend their vocabulary as she provides clear explanations following questions asked by children and as she engages them in conversations through their play. Children's use of books is encouraged well. They have free access to a wide range of reading matters within

the home, and make regular visits to the library, which further enhances their love and use of books. Children delight in experimenting and exploring sand and water. They gain an understanding of volume as they pour the water from vessel to vessel, and fill moulds with sand to make shapes and patterns. Children enjoy using recycled materials to build towers, enabling them to develop their designing skills as they determine and discuss which size boxes would be best placed to make their towers secure. Children's creativity and imagination is promoted well. They are provided with many opportunities to explore, share their thoughts and feelings, through a variety of art and craft activities and role play. Children access a good range of technological equipment in support of their play for example, toy tills and interactive play kitchens.

Children develop good socialisation skills, as they have regular opportunities to attend child-based activities away from the home. This enables them to foster relationships and understand the need to play harmoniously as a group. Children are supported well by the childminder. She provides ongoing praise and encouragement for their efforts, which raises children's self-esteem and provides a feeling of being valued within the home. Children enjoy a wealth of physical play activities both within and away from the home. For example, they enjoy walks within the local community and engage in exciting play experiences both within the safe and secure garden area and within local parks and nearby woods.

Children develop a good awareness about healthy lifestyles and becoming responsible for their personal needs. They are supported very well in their personal hygiene routines and are encouraged to become independent from a young age. They enjoy washing their hands, which is supported by the use of pictorial references and the use of their own individual towel. The childminder gains vital information about children's dietary requirements enabling her to maintain children's health and well-being. Children learn about healthy eating as they actively help in the preparation of their snack time. Their awareness of taking responsibility for their own safety is promoted well, as the childminder discusses with children the safe use of knives as they cut their fruit. Children's involvement of food preparation also promotes their early awareness of sustainability. For example, as the childminder provides clear explanations of the use of the compost bin.

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
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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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