

Inspection report for early years provision

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Inspection date	10/05/2012
Inspector	Susan McCourt
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 and lives with her husband and school-aged child in Worthing. She is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for five children, three of whom can be in the early years age range. The childminder currently has five children on roll, two of whom are in the early years age group.

The childminder uses the whole of the ground floor for childminding and the bathroom and sleep room are upstairs. There is a fully enclosed garden for outdoor play. The childminder walks to local schools and parks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is skilled at meeting children's needs. She has a good understanding of the Early Years Foundation Stage and overall her observations and plans support children to make good progress. She achieves a strong balance of adult-led and child-initiated play which helps children to gain independence. The childminder has a clear sense of how she wants to build her professional practice as a childminder, which means that she has 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:

- support the regular two-way flow of information with parents by noting children's next steps in terms of outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children well. All adults in the house are checked as to their suitability and the childminder is clear with parents about her duties and responsibility. She understands that the welfare of the child is paramount and her policies and procedures underpin this. The childminder has conducted a thorough risk assessment and reviews it regularly. She is vigilant about children's safety on outings and has high-visibility vests for them to wear so that she can more easily supervise them. The childminder uses some social media to communicate with parents and has made sure that only parents who use her services can access it. The childminder completes all forms accurately, such as medication forms, to enable her to support children's well-being. The childminder has set ambitious, professional targets and is currently improving her qualifications to extend her

knowledge and understanding of childcare. She works closely with other childminders and stays up to date with best practice. She reflects on her provision and makes enhancements frequently, such as adapting her observation formats.

The childminder takes account of equality and diversity issues in everything she does. She discusses children's views to instil respect for people's differences. Activities introduce children to a variety of cultures so that they can learn about other countries and festivals. The childminder has a good understanding of children's different learning styles and is aware of the factors that can contribute to achievement gaps. She is skilled at using children's interests and making links to literacy skills, so that an interest in graffiti art, for example, leads to other books and writing styles. The childminder organises her resources to support children's independence. The rooms available for minded children are comfortable and well-suited to children's play. The childminder is skilled at bringing out the learning in children's play and creates a calm and informal atmosphere. The childminder builds professional relationships with parents and keeps them well-informed about their child's day. She provides written and verbal feedback, as well as a newsletter. Parents complete questionnaires to give their feedback and clearly value the care she provides. The childminder initiates the sharing of information with other day care settings, which promotes the coherent and consistent care of children

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

The childminder has organised a good learning environment for children where they can be independent, active learners. Toys and play materials are stored at child height. Clear labels include pictures and words, enabling even young children to self-select. The childminder plans interesting themes for play, such as mini beasts or current festivals. She organises activities that cover the whole curriculum, including outings and outdoor play. For example, the mini beasts theme includes an outing to a wildlife area for pond-dipping, as well as books and art projects. Children are very interested and within the plans, children can initiate a lot of ideas themselves, setting their own challenges and goals. The childminder understands the Foundation Stage very well, and makes observations to check children's progress against the early learning goals. She uses this to establish children's next steps, although phrases them in terms of what she will plan, rather than noting what the children will achieve. This means that parents are less able to provide complementary activities. The childminder is skilled at fostering children's play and communication, and they make good progress as a result.

Children are very secure in the childminder's care and separate from their parents with confidence. They see their artwork forming the beautiful displays which helps them to feel at home. Children understand the rules that keep them safe and respond well to the childminder's house rules on safety. Children have good opportunities to develop a healthy lifestyle. Child-friendly posters show children when they should wash their hands and they take good care of their personal hygiene as a result. Children eat healthy, balanced meals and the childminder ensures that children always have a drink available to prevent them getting thirsty.

Children grow vegetables and fruit in the garden, and can help prepare foods, which encourages them to eat a wider variety of meals. Children enjoy a full range of physical activities and walk to local schools and other amenities. They have easy access to the garden and so can play in the fresh air on a frequent basis.

Children have great fun and are engaged in purposeful play throughout their day. They enjoy looking at books which are factual, as well as story books. Children know that print carries meaning and enjoy a variety of educational activities which support their writing skills. Children can set their own challenges in this and relish identifying the letters they write when they look at posters and books. When children have ideas about what they would like to do, the childminder quickly facilitates that activity. In this way, children who want to add caterpillar pictures to the mini beast display are soon provided with paints, brushes, and a potato to print with. Children measure the plants that they are growing and count spontaneously as they play. Children enjoy role play. They make a train out of a line of seats, buy the tickets and talk about where they might go as they ride. Similarly, they take great care to set up small world play and act out narratives with the small dolls and figures. Children enjoy technological toys and are curious about how things work, such as magnets. Children are well-behaved, polite and cooperative. They show pleasure and pride as they show their writing to the childminder and persist in learning new skills. This means that they are building good skills for 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

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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