

Inspection report for early years provision

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| Unique reference number | EY439516 |
| Inspection date | 25/05/2012 |
| Inspector | Mary Vandepeer |
| 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2011. She lives with her husband and children in Lancing, West Sussex. The whole of the ground floor of the childminder's house is used for childminding as well as an upstairs bathroom. There is an enclosed rear garden for outdoor play. The family has a pet dog and a variety of tropical fish.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom one may be in the early years age range. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder is currently caring for one child in the early years age group. She can also care for older, school-aged children. The childminder can offer care to children with special educational needs/and or disabilities. She is able to walk to local schools and pre-schools to take and collect children. The childminder can also attend the local toddler group and childminding groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a homely, welcoming and stimulating environment for children. She has effective processes in place to help ensure that high consideration is given to the safeguarding and welfare of children. Overall, the childminder provides all children with good opportunities to play, learn and develop new skills. Children benefit well from the childminder's attentive and caring approach, and they are extremely settled, happy and confident. The childminder makes sure she meets children's individual care needs by engaging very well with parents. The childminder evaluates her provision and identifies her strengths and areas for further improvement. She demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- increase opportunities for children to learn about other people's cultures, in order to understand and celebrate the similarities and differences between them in a diverse society
- practise regular evacuation drills to help children understand about personal safety, risks and the safety of others

The effectiveness of leadership and management of the early years provision

The childminder provides a safe and secure environment, enabling children to play and explore the available resources freely. Risk assessments are regularly carried out and very clearly recorded. They show how potential hazards, indoors, outdoors and on outings, are identified and dealt with. However, although an emergency evacuation drill has been talked about with the children, it has not yet been practised. The childminder has made sure she has a good knowledge and understanding of her role and responsibilities regarding child protection and safeguarding children's welfare.

The childminder actively strives for improvement in her provision to benefit the children she cares for. She has used self-evaluation and reflective practice successfully to identify the strengths and weaknesses of what she offers. The childminder is newly registered and is planning to attend training to further improve her practice.

The childminder engages with parents very well. They are in regular contact in person and through daily liaison books. Parents are involved in their children's learning and play an active part in the childminder's self-evaluation, providing feedback about the provision. The childminder shares an excellent and informative range of guidance and information with parents. They each have access to copies of her policies and procedures. Childcare related posters, documents and the Ofsted registration certificate are displayed in the hallway. Other relevant information in labelled files is also readily accessible. Recent parent correspondence shows they are extremely happy with the care their children receive and with the communication-line the childminder has with them. This contributes well towards continuity of care and effective outcomes for the children. No children currently attend other settings, although the childminder has systems in place to liaise with them when the need arises to promote continuity of learning.

The childminder organises her home with good consideration for safety, making sure there is always sufficient space for children to play in. Children are able to use different areas and gain independence moving toys of their choosing between the areas, including the garden, to initiate and extend their play. Children are able to make their own play choices, alongside activities planned by the childminder, such as local outings. Good attention is given to equality and diversity, and children are valued as individuals. The childminder embraces the interests of each child and respects the wishes of parents. She works hard to help ensure consistency with home routines.

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

The childminder works well with the Early Years Foundation Stage, using it to provide children with opportunities to improve their learning and support their development. She moves children forward in their learning by identifying their strengths and learning priorities. Children enjoy a range of age-appropriate activities, and the childminder is becoming skilled at extending their play. She asks open questions and enables the children to think for themselves. Children are able to make choices and decisions about what they want to play with, which encourages independence. They talk happily with the childminder, and their speech, use of vocabulary and listening skills are developing well. The childminder encourages children to describe what they are doing. For example, children chatted excitedly about the track they were building and what else they were going to construct. They also talked about the interlocking bricks required to build a shed. Children counted them, also naming their size, shape and colour. The children enjoyed a moulding-dough activity to help them develop their physical skills in cutting and rolling. Words such as 'pushing' and 'pulling' with the roller were used by the children. The childminder's positive reinforcement of their achievements through praise and encouragement helps children to feel good about themselves and their abilities.

Children's behaviour is good and they respond well to the requests and guidance of the childminder. They are expected to respect others, and this is reflected in the good standard of behaviour. The childminder is a good role model and leads by example. The relationship between children and the childminder is close, safe and comfortable. Children clearly enjoy their time and experience with her, and this is reflected in the ways they respond to her. They benefit from being cared for in an environment that is child-friendly. There are labelled storage boxes. Children's work is also displayed. As a result, the childminder shows them that their self-esteem and well-being is well considered and promoted.

Children are effectively learning about the importance of good personal hygiene routines and healthy lifestyles. Meals, snacks and drinks are well planned, balanced and nutritious. Road safety is discussed and practised with the children, helping them to understand the importance of keeping themselves safe from harm. Children's physical development and interest in the local environment and the world around them are effectively promoted. However, there are fewer resources and activities readily available to help children learn about diversity in today's society. Children enjoy daily outdoor play in the childminder's garden, regular walks in the local community and trips to local parks. They visit places of local interest, including attending toddler sessions. The childminder provides a fun, stimulating learning environment for all children. As a result, children are achieving well and are developing 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

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| 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

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| 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

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| 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

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| 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

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| 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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