

Inspection report for early years provision

Unique reference number	EY270912
Inspection date	18/05/2012
Inspector	Daphne Prescott
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2004. She lives with her husband and their school aged child in the Saltdean area of Brighton & Hove, East Sussex. All of the ground floor is used for childminding with toilet and sleeping facilities in this area. There is an enclosed garden for outside play.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of three children aged under eight years of whom no more than two may be in the early years age range, at any one time. There are currently two children on roll, of these, one is in the early years age group.

The family have two dogs, a cat, lizard and fish. Outside in the garden there is a small aviary.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy in the childminder's care. They make sound progress in their learning and systems for assessment and planning are developing. The childminder has satisfactory partnerships with parents and provides an inclusive service in which she treats children as unique individuals. Most procedures and documentation are in place. Although, the childminder does not identify all safety hazards and she is yet to practise the emergency evacuation plan. Self-evaluation is in its infancy and the childminder demonstrates sound 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:

- improve assessment by reviewing observations in order to plan the next steps in each child's developmental progress and plan motivating learning experiences for each child
- improve the use of risk assessments to help identify and minimise all hazards to children
- carry out regularly evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- develop further the system to monitor and evaluate the quality of the provision to identify the strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

Overall, the childminder implements suitable procedures to maintain children's safety and welfare. She demonstrates a satisfactory understanding of child protection issues and procedures to follow should she have any concerns about a child. The childminder carries out risk assessments to identify and reduce most potential hazards to children. However, she has not identified that the large fish tank, which is accessible to children, is a potential hazard. This is because the tank does not have a secured lid. The childminder has clearly defined procedures for the emergency evacuation of her premises. However, she has not practised these procedures to help children understand how to stay safe. The childminder holds a current first aid certificate and this enables her to deal with accidents appropriately whenever the need arises.

Children have adequate space to explore their toys and activities, which are stored in toy boxes on the floor and on low-level shelving. As a result, children are encouraged to choose those they wish to play with developing their independence. The childminder provides an inclusive learning environment, in which children are valued and treated with respect. She has a sound awareness of the importance of embracing diversity and respecting the needs of others. The childminder suitably plans activities around festivals, which helps children to gain awareness of diversity and to value each other's differences.

The childminder maintains satisfactory partnerships with parents. There is a two-way flow of information about children's activities and progress. This promotes consistency of care and learning. The childminder does not currently care for children that attend other early year settings. Through discussion, she is aware of the importance in establishing partnerships should the need arise.

The childminder's use of self-evaluation is underdeveloped and does not fully identify areas for improvement. She plans to develop her evaluation skills, and this demonstrates her satisfactory commitment to continuous improvement. The childminder has addressed the recommendations made at the last inspection. She provides a wider range of planned activities to support children's learning. The childminder now shares with parents her written policies and procedures. To underpin her childminding practice so that they are suitably aware of the service she provides.

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

Children feel settled in the childminder's home and show a sense of belonging. They demonstrate this, as they are relaxed and happy for the childminder to join in with their play. She demonstrates satisfactory understanding of the Early Years Foundation Stage learning and development requirements. However, the system for assessment is still in its infancy. The childminder is not evaluating her

observations effectively to identify the next steps in children's development across all six areas of learning. As a result, the activities planned do not always provide sufficient challenge for the children.

The childminder gives support and encouragement to children to enable them to enjoy the activities on offer. As a result, she satisfactorily promotes their progress towards the early learning goals. The childminder soundly supports children to gain skills to help them in their future lives. She sits with them at their level to read stories and talks to them as a way of developing their language skills. Children have suitable opportunities to investigate objects, such as working out which buttons to press to fly the rocket to the moon. They solve problems when putting the circus together and count the pieces at the same time. Children are able to develop their creativity by using a range of resources to paint and draw. They are learning about the local community, as they widen their experiences, as they visit the local library.

Children are developing a suitable understanding of healthy lifestyles because the childminder ensures appropriate hygiene practices are in place. For example, they are learning to wash their hands before eating and use separate hand towels to help minimise cross infection. Children have healthy and nutritious meals as the childminder provides them with fresh fruit and vegetables on a daily basis. They satisfactorily engage in physical play to help develop an active lifestyle. Children enjoy fresh air and exercise in the local park where they have suitable opportunities to climb, slide and balance on apparatus. They are soundly developing their understanding of how to keep themselves safe. When out in the local community, the childminder talks to them about crossing the roads safely. She manages children's behaviour using positive methods, which are appropriate to their ages and levels of understanding. The childminder uses praise and encouragement to enable children to develop confidence and good self-esteem.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----