

## Inspection report for early years provision

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<b>Unique reference number</b>	401910
<b>Inspection date</b>	26/06/2012
<b>Inspector</b>	Teresa Elkington
<b>Type of setting</b>	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 2001. She lives with her husband and three children two of whom are of adult age, in Southwater, West Sussex. The children have the use of the ground floor of the home, with toilet and sleeping facilities available on the first floor. Children have daily opportunities for outdoor play within the secure garden. The childminder walks to local schools to take and collect children. She attends the local toddler groups and takes children to the local library and parks.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Her registration allows her care for a maximum of six children under eight years at any one time; of these, not more than three may be in the early years age range. She is currently caring for five children in the early years age group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individuality is respected and valued by a caring childminder, who is fully supportive of children's care and developmental progress. Systems to promote children's safety and well-being are exemplary. Partnerships with parents are well established, but partnerships with others are not as strong. The childminder is fully committed towards driving improvement through the effective use of reflective practise. As a result, she is able to critically evaluate and continuously improve as a childcare professional.

## **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 .

## **The effectiveness of leadership and management of the early years provision**

Children's safety is of paramount importance to the childminder. She has a extensive knowledge of protecting children. She is very aware of recognising any concerns and reacting appropriately. All required documentation is exceptionally well maintained and is stored effectively to respect confidentiality. Thorough written risk assessments that fully reflect all aspects of the service both within the home and beyond are in place and updated regularly, therefore potential hazards are minimised to enable children to feel safe at all times. High standards of hygiene are maintained throughout the home, which are supported by rigorous

procedures that support children's good health and well-being.

The childminder is well established, conscientious and works hard to continually improve the quality of her service through the use of self-evaluation and her own professional development. This is further supported by seeking regular feedback from parents. This enables her to prioritise her targets for further development, which in turn promotes positive outcomes for children. The childminder provides a well organised learning environment. Children have access to a wide range of good quality resources, which they can select independently and safely. Good use is made of labelling and photographic resource books to further support children's selection of play materials. The childminder uses toy and book libraries to support her resources and to provide different challenges and play experiences for children. Children are fully supported throughout their play experiences, as the childminder is on hand to offer support and guidance where needed. She is also adept at allowing the children to explore and guide their own play.

The childminder supports that children appreciate diversity and develop a positive view of their own traditions and their wider world through a range of good quality resources, activities and ongoing discussions. The childminder provides an inclusive and welcoming environment for all children and their families. She has an acute awareness of children's individual needs and works hard to plan appropriate activities and play experiences to nurture and develop each child's growing needs. Relationships with parents are soundly established. Comments received from parents show clearly that they have a high regard for the service that she provides. For example, 'she is excellent at helping children to settle in and giving them reassurance' and, 'she communicates well with us as to how my child is progressing' and 'she is fully supportive of individual routines and moving children onto their next stage of development.' Parents have access to a wealth of information through the use of well positioned notice board and the comprehensive range of written policies and procedures that the childminder has adopted. These provide a valuable insight of the expectations of the service and the roles and responsibilities of both the childminder and the parents. The childminder maintains effective communication links with parents through discussion, written exchanges and access to individual learning journals. Partnerships working and communication between other settings delivering the Early Years Foundation Stage are not fully embedded, to enable the childminder to plan effectively for children's individual learning styles.

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

Children are very relaxed and happy in the childminder's welcoming family home. They respond positively to the reassuring and friendly approach of the childminder and other family members. The childminder encourages children to lead their own play, which she supports well, as she plays alongside them, promoting and enhancing their skills and encouraging new learning experiences. Children make good progress with the Early Years Foundation Stage. The childminder makes full use of her observation, assessment and planning system. She uses photographs

alongside her observations and links these to the six areas of learning. This leads to children making strong progress in their learning and development.

Behaviour management strategies are clearly set out in the childminder's policy, which is shared with parents to ensure a consistent approach. Children enjoy warm and caring relationships with the childminder. She helps children feel good about themselves, by frequently providing positive support, praise and encouragement for their efforts. Socialisation with other children of the same age enables them to foster relationships and understand the need to play harmoniously as a group. For example, as they attend toddler groups on a regular basis alongside other child based activity sessions away from the home.

Children develop a high understanding of the importance of healthy living and good hygiene practices from an early age. Good personal hygiene practices are established through gentle reminders from the childminder and as they see posters highlighting the rules to good hand washing through words and pictures and as they use individual towels and flannels. Meals are provided in consultation with parents. These take into account their individual dietary requirements and re-enforce children's understanding of healthy eating. Children enjoy a wealth of opportunities for plenty of fresh air and exercise. They enjoy play times in the well equipped garden, enjoy walks within the local area and regularly visit local parks. In addition, children have opportunities to enjoy outings further afield, where they enjoy using different modes of transport, for example, buses and trains. Children's awareness for their own safety is expertly reinforced by the childminder. She alerts children to the possible dangers when out and about, reinforcing and promoting their understanding of the rules of the road.

Children enjoy a variety of activities that contribute to all areas of their learning and promote skills for their future. They enjoy many opportunities to develop their skills in relation to problem solving and exploration. They develop the use of their small muscles as they thread reels onto laces. Children's creative flairs are actively encouraged as they source a range of role-play resources, which enables them to act out familiar scenarios within their everyday lives. Children enjoy many opportunities to express their creativity further through a wide range of malleable play activities. For example, they help to scrunch up tissue paper in readiness for their sticking activity. Access to books enables children to use and explore books both independently and through animated story times with the childminder. Good use is made of story sacks, which are used to allow stories to come to life with the use of props. Children enjoy using a wide and inviting range of technological equipment, which promotes their 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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