

## Inspection report for early years provision

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<b>Unique reference number</b>	EY428959
<b>Inspection date</b>	14/08/2012
<b>Inspector</b>	Lisa Toole
<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 2011. She lives with her partner, who is one of her assistants and two adult children, one of whom is also an assistant in Whitesmith, near Hailsham, in East Sussex. The ground floor of the premises and one first floor bedroom are used for childminding. There is an enclosed garden available for outside play. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early years age range. When working with her two assistants, they may care for a maximum of 12 children under eight years; of these, no more than nine may be in the early years age range. There is currently one child on roll, in the early years age group.

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

Overall the quality of the provision is good.

The childminder successfully supports children's individual welfare, development and learning needs. Consequently, children show that they feel safe and secure in her care. They enjoy a broad range of play experiences and have generally good opportunities to socialise with other children. Overall, parents are involved in their children's learning through the childminder's effective partnership working. The childminder reflects on her practice and 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:

- consider ways of involving parents further in their children's learning and development
- extend opportunities for children to play and learn in groups of varying sizes to enhance their personal and social development.

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

The childminder has a robust understanding of her role and responsibilities regarding safeguarding. She protects children's welfare through her vigilance, effective use of risk assessment and general safety measures. All mandatory documentation is in place and is used appropriately to help safeguard children. The

childminder's home is comfortable, very clean and child-friendly. There is a good range of resources readily accessible, to promote free choice and independent play for each child. Children receive high levels of interaction, care and support, from both the childminder and her assistant. They work harmoniously together and have a common sense of purpose to provide good quality care for each child.

The childminder shows drive and ambition to further enhance the quality of her childminding. She demonstrates how she evaluates her own practice, including by seeking the views of parents about the care their children receive. She identifies realistic priorities for development, to improve the outcomes for children. For example, she is eager to enhance the range of outdoor resources available for physical play, to build on children's current interests.

The childminder recognises the value of effective partnership working, both with parents and in the wider context. She engages well with parents, providing them with a broad range of information about her practice, policies and procedures. She appropriately tailors settling visits according to the needs of the child and their parents' wishes. This results in children feeling very comfortable and contented in her care. Equality and diversity underpin all aspects of her practice, from finding out about children's preferences, routines and needs, to teaching them about the social world around them. She makes certain that parents remain informed about their child's welfare and development through daily feedback. This is an area for further consideration, so that parents are comprehensively involved as partners in their child's development. This enhances children's opportunities to make good progress towards the early learning goals.

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

Children enjoy a stimulating play environment where they freely choose what to do and play with, both in and outdoors. They are able to learn new skills and make good progress because they participate in activities across all six areas of learning. They learn about nature and living things through exploration and investigation in the garden. For example, they delight in picking sweet peas and other flowers from the childminder's garden to look at and sniff the scent. They learn about recycling through daily routines, which helps them begin to learn about caring for the environment around them. Physical play is extremely popular with children, as they learn to ride on tricycles, climb, and kick a ball. These kinds of activities positively support their physical development, coordination and developing understanding of how to take physical risks. Indoors, children listen attentively to popular stories at story time, and extend their language skills through plenty of chatting. The childminder responds enthusiastically to young children's babbling, which is an important part of their developing communication and language skills. This, along with counting and using simple technology, also supports key skills for the future. Overall, children enjoy good opportunities to meet and play with others, though this is an area to enhance further. This is to help children grow in confidence in different situations and gain important social skills.

The childminder competently organises and manages her systems for planning, observation and assessment. This helps her effectively identify the children's current interests, capabilities, and plan for their next steps for learning. Their learning records are a delightful reflection of how happy and well cared for the children are in her care. They also show how children have a lot of fun and participate in different activities each day to broaden their knowledge and confidence. Children feel secure, because the childminder and her assistant put the children's emotional welfare at the heart of the care they provide. They follow children's routines from home, make sure they have periods of active and quiet play and give them plenty of cuddles and attention. Children begin to learn about a healthy lifestyle from a young age, as they eat nutritious meals and snacks and help themselves to their beakers of water. The childminder understands how to tend to any minor accidents and follow appropriate procedures regarding the administration of medication. This helps to safeguard children.

Children learn to stay safe when they go on outings and at the childminder's home as they learn how to use different equipment. Positive behaviour is strongly encouraged, to help children learn about respect for themselves and others. They receive plenty of praise and encouragement, and learn about making a positive contribution by being kind and valuing differences in society.

## 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	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

<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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met