

Inspection report for early years provision

Unique reference number	EY419485
Inspection date	29/08/2012
Inspector	Lisa Toole
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 2010. She lives with her husband and one young child in Newhaven, East Sussex. The property is accessed on the ground floor and all rooms on the first floor are used for childminding. There is an enclosed garden available for outside play. The family has a cat.

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 five children under eight years at any one time; of these, no more than two may be in the early years age range. There is currently one child on roll in the early years age group. The childminder holds a Diploma in Nursery Nursing.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides children with a comfortable and inviting environment. Overall they are safe and well cared for, though the childminder does not yet practise emergency evacuation with them. Additionally, fire safety equipment is not all fitted appropriately. The childminder's systems for assessment are an area to develop further to fully support children's individual progress. The childminder shows a driving ambition to develop her practice and a 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:

- strengthen systems for establishing children's starting points and learning capabilities to fully support their individual progress
- support children's understanding of dangers and how to stay safe by practising emergency evacuation and making sure fire safety equipment is installed in line with the manufacturer's instructions.

The effectiveness of leadership and management of the early years provision

The childminder's provision is in its infancy because she has only been minding for a short period. Nevertheless she has a secure knowledge and understanding of her role and responsibilities, including regarding safeguarding. She knows the procedures to follow if concerned about a child's welfare and uses risk assessment effectively to reduce risks to children. The childminder has considered emergency evacuation and fire safety, for example by checking smoke alarms regularly. However, she has not started to practise fire drills, so that children begin to learn

about danger and keeping themselves safe from a young age. Her fire blanket is not installed in line with the manufacturer's instructions, as part of her safety arrangements. This could prevent the childminder from using it effectively, should she choose to do so.

The childminder maintains all documentation appropriately and keeps it stored securely for confidentiality. She has created a range of policies and procedures to support her practice, which she shares with parents as part of her good partnership with them. She also provides them with good information each day about how their child has been. Discussion with parents indicates that they are very happy with the quality of care their children receive. The childminder does not yet have to work in partnership with other childcare settings or agencies involved in children's lives. Nevertheless, she shows a sound understanding of how to promote effective partnership working. She understands the need to positively promote equality of opportunity and to support each unique child appropriately.

There is a good range of resources available for children to freely access and children clearly enjoy playing with the toys. Equipment is well organised to promote independent active play and enable children to make their own choices. Children move around the available space with confidence and do so safely because of the childminder's effective use of risk assessment.

The childminder is keen to develop her practice further and she demonstrates a positive attitude towards undertaking more training. She has recently started evaluating her practice and completing a quality assurance scheme in order to increase her knowledge and skills. This also helps her to identify priorities for development regarding the care and education of children in the early years.

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

The childminder has a secure understanding of the learning and development requirements of the Early Years Foundation Stage framework. This supports her in planning and providing activities to successfully meet children's individual needs. It also enables her to accurately monitor and track children's progress through observation and assessment. Currently the childminder uses informal discussion with parents to establish children's basic starting points and interests. Though she does not currently identify the particular stages children are starting from in each area of learning. This has a minor impact on how she tracks progress from the children's starting points.

Toddlers thoroughly enjoy a wide range of stimulating and fun activities, both inside and outdoors. For example, they delight in exploring a jelly-type mixture. They enjoy squelching and squeezing it through their fingers as they express contentment with sounds of 'mmm' and 'ooh'. The childminder thoughtfully introduces simple vocabulary with words, such as sticky, to help children's early language development. Later children begin to learn about counting, a key skill for the future, during bubble play. The childminder counts aloud as children attempt

to grab the bubbles and squeal with delight as they succeed. These kinds of experiences successfully support children's physical motor skills, such as hand-to-eye coordination, stretching and balancing.

Children show through their behaviour that they feel safe and happy in the childminder's care. She is attentive and caring, meaning that children confidently approach her for a quick cuddle as they become tired. When it is time for their nap, the childminder gently soothes them to sleep, following their routines from home. Children eat well; they have exercise and fresh air each day as part of a healthy lifestyle. The childminder reduces risks of cross infection through effective daily hygiene practices, such as when nappy changing to help keep children healthy. Children learn from a young age how to be self-assured, willing to try new things and behave appropriately. This is because of the childminder's calm manner and through her positive role modelling. Children learn about the diverse social world around them through the toys and by going out in the local community.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
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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