

Inspection report for early years provision

Unique reference number	505565
Inspection date	29/04/2009
Inspector	Fran Fielder
Type of setting	Childminder

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.

Description of the childminding

The childminder has been registered since 1989. She lives and works with her husband who is also a registered childminder. Both childminders take equal responsibility for all aspects of the provision.

They have one adult child and an adult student lodging with them. The family lives in a large semi-detached house in the Old Town area of Eastbourne. The house is accessed via four steps but help is available for pushchairs and a ramp can be made available for wheelchair users. The house is close to local shops, parks and schools. The beach is a short drive away. The whole of the ground floor and two bedrooms are used for sleeping children. There is a fully enclosed garden available for outside play.

The childminder is registered to care for six children under eight years at any one time. She and her husband are currently caring for 20 children aged between six months and 14 years all on a part-time basis. Of these, 13 children are within the early years age range. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends local parent and toddler groups. The family have a dog.

Overall effectiveness of the early years provision

Overall, the quality of the provision is outstanding. The childminder is exceptionally well organised and totally committed to creating the best possible outcomes for the children. Her knowledge of child development is exceptional allowing her to meet every child's needs by recognising their individuality. She ensures every child enjoys a fabulous range of experiences that build on their existing knowledge and help them develop new skills. There are extremely effective procedures in place to ensure children's physical and emotional security. She liaises with parents to ensure consistency of care and so that children achieve their full potential. There are effective contingency plans in place to ensure children's safety in the event of an emergency. Her self-evaluation is excellent and enables her to identify areas for improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- giving children more opportunity to evaluate the provision

The leadership and management of the early years provision

The childminder is incredibly passionate about her work with children and shows commitment to developing her knowledge of early years care and education. She is

currently working towards a level three qualification and attends short courses to update her knowledge in topics such as child protection. Her records are carefully maintained and she has a comprehensive set of policies and procedures that reflect her knowledge of the requirements and her commitment to promoting children's welfare. She has an excellent understanding of the importance of regular and rigorous risk assessments of the home and garden to ensure children's safety. All outings are planned and risk assessed with the children's safety and enjoyment as a top priority. Her secure knowledge of child protection issues and procedures helps to safeguard the children's welfare.

The childminder follows excellent hygiene procedures which prevent the spread of infection. The childminder provides an extremely warm and inviting, well organised, child-friendly home for children and parents. The learning environment is very well organised with easy access to resources that meet the needs of all children. The outdoor environment is especially well planned and accessible. Planning is flexible and based on children's interests. Detailed observations show children's achievements and indicate they make excellent progress towards the early learning goals given their starting points.

Parents are exceptionally pleased with the service provided. They feel confident in the childminder's ability to care for and protect their children. The childminder shares valuable information with parents about what the children have enjoyed and achieved and offers support to the whole family. This benefits the children greatly and makes them feel secure when they see their parents welcomed into the home.

The quality and standards of the early years provision

Children flourish in this wonderfully inclusive setting where children's welfare is given the highest priority. Every child is made to feel important, receiving praise for their efforts and achievements. As a result, children are confident and feel good about themselves. They enjoy very close relationships with the childminder and their peers. Children learn to value each other's efforts regardless of age or ability. They learn important social skills such as sharing and taking turns while playing games. They behave beautifully, are extremely polite and learn the benefits of considering and respecting others.

Children learn how to keep themselves healthy by creating collages of nutritious foods and recognise that some foods should only be considered as occasional treats. Children enjoy plenty of fresh air and exercise and even when the weather is poor. The childminder ensures the children wear appropriate clothing so they can enjoy the outdoors. She provides wet weather suits and Wellington boots which allow children to enjoy water play as well as running around in the rain. Playing with water sprayers that have a simple trigger or a pump action helps children learn how things work and help develop children's motor skills.

When children are out walking they learn to cross roads safely at designated crossing points. They also learn other precautions such as walking on the 'safe side' of the pavement, not to cross the road on a bend and to be aware of

'Stranger Danger'. Children enjoy visits to the beach all the year round and wear bright Tee shirts that are easily visible. This allows children to explore without the danger of becoming lost.

Children enjoy a wonderful range of well planned and well prepared activities that cover all areas of learning both indoors and out. Children learn to communicate effectively because the childminder values conversation and encourages children to interact with each other. Children quickly become independent and confidently choose resources and activities that interest them. They learn the rewards for hard work and the importance of doing everything to the best of their ability. They develop extremely positive attitudes to learning. When out shopping the children learn about money and enjoy paying for items.

Indoors children enjoy activities such as, cooking, dressing up, listening to music, dancing, drawing, reading, writing, making models out of dough and building towers out of bricks or empty tins. The range of activities is endless, providing first hand experiences that promote learning. Children show pride in their achievements and spend time practising new skills, showing determination and concentration. They mix Plaster of Paris and carefully pour this into moulds to make small figures to paint. Regular visits to farms allow children to see different animals at different stages in their growth. They bottle feed the lambs and ensure hungry ducks are well nourished during the winter months. At the park, children look at flowers such as poppies and crocuses and then create delightful finger paintings that clearly depict what they saw. Children dig in the garden and enjoy planting seeds and watching them grow. Every child has a huge collection of photographs that tracks their progress and allows them to recall all the wonderful times they have spent with the childminder.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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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