

## Inspection report for early years provision

---

|                                |                     |
|--------------------------------|---------------------|
| <b>Unique reference number</b> | 507645              |
| <b>Inspection date</b>         | 29/09/2009          |
| <b>Inspector</b>               | Michelle Ann Parham |
| <b>Type of setting</b>         | 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 rates 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 08456 404040, or email [enquiries@ofsted.gov.uk](mailto: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.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 2000 and lives with her husband and adult child in a residential area of Selsey in West Sussex. The property is accessible as toileting facilities are situated on the ground floor. The childminder uses the ground floor for childminding and there is a fully enclosed rear garden area suitable for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding four children in the early years age group, for which she has an agreed variation for, and two children from five years to nine years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder is accredited with the National Childminding Association (NCMA) and attends groups for children on a regular basis. The family does not keep pets.

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

Overall the quality of the provision is outstanding.

The childminder is highly effective at meeting all requirements of the Early Years Foundation Stage (EYFS), ensuring children's care, learning and development needs are efficiently addressed and all outcomes for children are exemplary. She maintains a high quality service through regularly attending additional training, achieving accreditation status through the NCMA and keeping abreast of new initiatives through various early years magazines; demonstrating her excellent capacity for continuous 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:

- extending information in regard to children's starting points to ensure they are immediately stimulated and challenged for their learning.

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

The childminder has excellent knowledge and understanding of safeguarding children and has experience of working with relevant agencies in regard to child protection. All documentation is maintained to a high standard for the safe and efficient management of the service including accident, incident, medication and register of attendance. Comprehensive risk assessment is completed for the setting and for outings with hazards identified and minimised. Childminding occurs on the ground floor of the property which ensures excellent supervision of children at all times. Emergency evacuation is practised regularly to ensure all children are clear of how to make swift and safe exit from the home.

The setting is extremely well organised with children using all available areas as they freely choose resources that are easily accessible to initiate their own choice of play. They have colourful child size furniture to ensure a comfortable environment and a wealth of good quality play resources. The childminder is supportive of children at all times as she either joins in activities or supervises independent play. Children are treated with equal concern and given appropriate support for their capabilities to ensure they are included and all individual needs are successfully met. All relevant information is collated prior to children starting however slightly insufficient information about what children know and can do to ensure they are always challenged and stimulated. The childminder has an excellent range of written information and policies outlining work practice which supports children and ensures parents are fully informed. She has completed formal self evaluation and continually reviews practice for success and improvement, welcoming views from parents and updating written documentation as required in line with changes. Partnership working with parents and other key persons is strongly promoted with highly effective systems in place to share information about learning and personal care requirements. The childminder uses a daily diary for parents and liaises effectively with key workers at preschool to share progress and development; information is displayed prominently in the setting and newsletters or information fliers are issued to update and inform regularly.

The childminder is highly committed to her role and continuing improvement; she is a support childminder to others and attends training and early years conferences regularly to develop knowledge and professional expertise.

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

Children's welfare is extremely well promoted through the childminder's professional practice and effective delivery of the EYFS. Children develop very good understanding about keeping safe as they learn about road safety and other hazards in the community such as unfamiliar animals. They respond well to the childminder's clear guidance in the home such as not to run or climb on furniture as they may hurt themselves or others. Children clearly feel safe within the home as they move freely around the areas accessible to them, including independently using the cloakroom.

They adopt habits for a healthy lifestyle as they follow very good hygiene procedures with individual towels provided and teeth brushing after main meals. Children are able to explain why they wash their hands knowing that it is important to get rid of germs.

Children's learning and development is well supported as the childminder provides them with an exciting range of both adult-led and child-led activities. They freely choose toys and resources and confidently access equipment to enhance their play as they develop imaginary roles for themselves and their dolls such as being the doctor examining a sick baby or cooking dinners with the play foods and kitchen. Children in the setting are confident and use appropriate language to express

themselves in play with peers or as they engage with the childminder. They have a varied range of books for story time and enjoy using puppets/story sacks to act out stories and develop imagination. Children develop their pre-writing skills as they are provided with a range of mark making equipment and learn to recognise their own name from hand cards displayed. The childminder does not drive so children have excellent opportunities to learn about the world around them when they go for walks to the beach and local nature areas such as East beach pond for example. They attend a number of groups during the week such as the parent and toddler and childminding group. As a result children develop confidence in larger settings which helps with their transition to preschool. Children also have an excellent range of outdoor play resources at the setting and, when current building work is not occurring, enjoy free flow and continuous play in the rear garden. As a result children's physical fitness is well promoted and through discussion they learn the benefits of exercise. Children enjoy outings and for example use items they have collected for creative play such as leaves for collage and stones from the beach for painting. Art work is prominently displayed which once again helps children feel a sense of belonging and valued for their efforts; they happily create a picture especially for the childminder evidencing how they have warm and trusting relationships and are happy in her care. Children develop their understanding of other people's differing needs and cultures as the childminder provides a very good selection of resources that reflect positive images such as small world figures and various books. She covers events and festivals such as Hanukah, Diwali and Chinese New year as well as traditional Christian celebrations such as Easter and Christmas.

Systematic observations are completed on children and exceptionally well presented; next steps are identified and assessment records show children making outstanding progress in their learning. Children are encouraged to develop a kind and caring approach to each other as they follow the childminder's good role modelling. They begin to understand the effect their behaviour has on others such as being sad or hurt and benefit from the childminder using highly effective techniques to manage behaviour. For example they thrive on an abundance of praise and encouragement which develops self esteem, confidence and willingness to participate. Children also enjoy responsibility and special tasks such as helping to tidy away toys which helps them feel important and valued. They are encouraged to become independent as the childminder provides them with appropriate challenges and stimulating experiences. Children benefit from a curriculum rich in language and solve problems in everyday activities such as calculating as they set the table for meal times or sorting out toys as they help to tidy away. Access to the laptop and electronic toys such as play station, cash register, VTech radio, telephones and spinning top all contribute to understanding of how things work and important 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> | 1 |
| The capacity of the provision to maintain continuous improvement                                     | 1 |

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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 1 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 1 |
| The effectiveness with which the setting deploys resources                                           | 1 |
| The effectiveness with which the setting promotes equality and diversity                             | 1 |
| The effectiveness of safeguarding                                                                    | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 1 |
| The effectiveness of partnerships                                                                    | 1 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### The quality of the provision in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 1 |
|------------------------------------------------------------------|---|

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

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 1 |
| The extent to which children achieve and enjoy their learning    | 1 |
| 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        | 1 |
| The extent to which children develop skills for the future       | 1 |

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](http://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 |
|--------------------------------------------------------------------------------------------------|-----|