

Inspection report for early years provision

Unique reference number	EY235146
Inspection date	23/06/2009
Inspector	Helen Penticost
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 was registered in 2003. She lives with her husband and three children aged five, eight and eleven in Horsham, West Sussex. The whole ground floor of the childminder's home and one upstairs bedroom is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for five children at any-one time and is currently minding four children in the Early Years age group, two children on the Compulsory part of the Childcare Register and two children on the voluntary part. All of the children attend on a part-time basis. The childminder walks to local schools to take and collect children and she attends the local parent and toddler groups. The family has a pet cat.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are cared for in a warm, welcoming, child centred environment where their individual needs are highlighted and met fully. The childminder shows a positive attitude towards self-evaluation and continuous improvement, which ensures good quality outcomes for children. Children are safeguarded at all times, as they play in the childminders home which is safe, secure and in a hygienic condition. As a result, they are flourishing as individuals and making good progress through the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved

The leadership and management of the early years provision

Children are safeguarded well, as a result of the childminders good knowledge and understanding of child protection and the high levels of supervision. All documentation, including a range of detailed written policies and procedures ensure children's health, safety and welfare is effectively promoted and ensures children's individual needs are met. Fire drills are carried out with the children, however, a log of these drills is not currently maintained. The areas of the home used by the children are spacious and well arranged which promotes their free movement, independence and exploration.

The childminder ensures that she can accommodate all children's needs by ensuring settling in procedures are done on a very individual basis and good information is gathered from parents. Completed references from parents include comments such as, the childminder 'has always been very professional with regard

to our working relationship' and she 'provides a safe and friendly family environment'. Written comments from children using the service include 'You are the best childminder ever, you are caring and gentle'.

The childminding runs smoothly on a day-to-day basis, due to the planning of activities and the organisation of resources. The childminder is competently observing and assessing children's progress and planning for the next steps in their development. She strives at all times to do the best that she can for children and constantly seeks ways of improving her service, for example, through attending training events.

The quality and standards of the early years provision

Children are provided with a very warm and caring environment where they enjoy a close relationship with the childminder and offer her their affection. The childminder interacts effectively with children, asking questions and engaging them in conversation to support and promote their language and communication skills. For example, she counts one, two, three as the children prepare to go down the slide and the children are beginning to count along with her. The children play alongside each other harmoniously and can often be heard laughing and giggling together. They are learning to share and they enjoy helping each other. For example, as they gently push each other on the swing and as they draw on the patio using chunky chalks. The children thoroughly enjoy the free-flow access that is available to them, which allows them to have the choice to experience activities either inside or out of doors.

Children are continually praised and encouraged throughout the day which promotes their confidence and self-esteem. The behaviour management strategies used by the childminder are very effective as simple rules are consistently and patiently applied. The childminder acts as a positive role model to the children and offers each child very good levels of support while engaging each of them in useful conversations. The childminder has established an effective systems to monitor and promote children's progress. She carries out observations of children at play and includes photographs to illustrate clearly what they have achieved. She has a flexible approach to planning as she responds to the attendance patterns of the children, their individual development needs and their next steps.

The childminder undertakes risk assessments her home and takes appropriate safety measures, such as installing stair gates and smoke alarms. Children learn how to keep themselves safe as they take risks in safe surroundings. For example, they climb up the ladder of the slide and learn to sit down at the top, which they have been taught to do under the watchful eye of the childminder. They have regular opportunities to play outdoors in the fresh air and develop their physical skills. For example, they use large equipment in local parks. The childminder ensures that she offers an inclusive service where every child matters.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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