

Inspection report for early years provision

Unique reference number	EY274829
Inspection date	07/01/2009
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2004. She lives with her two children aged five and 13 in a residential area of Eastbourne. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outdoor play. There is easy access to the house via a level front path. There are shops, parks and schools within walking distance.

The childminder is registered to care for a maximum of five children at any one time and is currently minding five children ranging in age from 20 months to nine years. All of the children attend on a part time basis. She is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local parent/toddler group. The family has a dog and a guinea pig.

The childminder has an appropriate early years qualification and is currently supporting children with learning difficulties.

Overall effectiveness of the early years provision

The childminder has an excellent understanding of each child's individual needs and successfully promotes their learning and welfare. Children of all ages and abilities love to explore and learn in an environment where safety takes priority. She ensures that individual plans for children with learning difficulties are in place and in line with those put together by other agencies. This, together with the childminder's ability to identify individual strengths, ensures that every child makes excellent progress. She constantly reviews her practice according to the children for whom she is caring.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation process further

The leadership and management of the early years provision

The childminder is extremely well organised and ensures that her service focuses on providing the best possible outcomes for children. She constantly reviews her practice and adapts this according to the individuals for whom she cares. She is committed to improving her practice and regularly attends relevant courses to enhance her skills. She also spends time finding information about specific learning difficulties so she can support individuals in a positive and productive manner. She

is also looking at ways to develop the self-evaluation process. All records are carefully maintained and she has a comprehensive set of policies and procedures that reflect her practice. Parents receive written copies of these which include contact details for local agencies and the regulatory body.

During the settling in sessions, the childminder spends time discussing with parents all aspects of their child's care and learning needs. This ensures she is well prepared to meet individual needs before children are placed in her care.

Detailed risk assessments and regular health and safety checks ensure children are safe indoors, in the garden and on outings. The childminder has extremely effective safeguarding procedures in place and makes parents aware of her role in promoting children's welfare and ensuring all children are well protected. Excellent contingency plans to cater for emergencies ensure children are cared for by a known adult whose suitability has been verified through rigorous checks. Parents receive details of these procedures so they know that their child's welfare is assured at all times.

The quality and standards of the early years provision

The childminder promotes all aspects of children's welfare, learning and development exceptionally well. Her planning is flexible and based on individual needs and preferences. She thinks very carefully about the age and stage of development of each child and devises activities to help them progress. She sets goals that are achievable and is particularly skilled at helping children with learning difficulties fulfil their potential. She uses digital photographs, observations and examples of children's work to chart their progress. Each child has a file of their own to which they and their parents contribute information and ideas.

Children are very happy, confident and extremely well settled in the childminder's home. Relationships are warm and secure and the childminder especially supports children's personal, social and emotional development. They recognise themselves as important individuals because the childminder encourages individuality. Young children love cuddles and confidently seek support when playing.

Children enjoy their play in a safe, spacious and bright environment. They are introduced to topics such as 'All about me', 'Space' and 'Winter'. The activities focus on fun while developing new vocabulary, learning numbers and shapes, finding out about the local environment and how to express themselves using a range of materials. Children play imaginatively in the play house and love to use the doorbell to see if anybody is home. Young children delight in using their fingers for painting and excitedly empty the unknown contents of storage bags. They learn to clear away toys and 'help' replace boxes on the low level shelves.

Children learn how to cross roads safely and discussions about dangers ensure they understand the need to stay close to adults while on outings. The childminder is particularly keen on promoting physical play and making children aware of its importance in maintaining a healthy body. Children enjoy playing games together and learn important social skills such as turn taking and listening to and respecting

each other. Their understanding of the wider world is promoted as the childminder introduces them to different cultures.

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

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

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.