

Inspection report for early years provision

Unique reference number	EY275311
Inspection date	09/09/2011
Inspector	Christine Clint
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.

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 2003. She lives with her husband and two children; one child attends school and the older child is a teenager. The family home is in Southwater, near Horsham in West Sussex. The family has two cats and a hamster. The ground floor of the childminder's house is used for childminding and younger children sleep on the first floor. There is a secure garden for outside play. The childminder collects children from local schools and regularly uses the local library and parks. The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register to care for five children at any one time. She is currently minding eleven children on a part time basis, four children are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder shows a strong level of dedication and commitment, she has consistently driven improvements across many areas of her provision since the last inspection, although not all regulations have been fully met and the childminder has failed to notify Ofsted of a significant event. The childminder has increased her childcare qualification and developed her knowledge and understanding of the Early Years Foundation Stage; she has effectively included detailed systems to encourage and promote children's progress. She shows clear skills of engaging with children's play and encouraging their learning, while fully recognising and understanding their emotional development.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) 10/10/2011
- develop systems to notify Ofsted of any serious accident to any child being cared for and the action taken (Safeguarding and promoting children's welfare)(also applies to the compulsory and voluntary parts of the Childcare Register) 10/10/2011

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

- develop the links with parents to ensure they can regularly see and contribute to children's records of learning and progress

The effectiveness of leadership and management of the early years provision

The childminder shows strong and decisive actions to promote safeguarding in her provision, she has promptly followed requirements to check young adults within the home. She also keeps a record of all visitors to the premises whilst childcare is taking place. She records children's attendance fully and has developed clear policies and procedures for managing safety and informing parents. The childminder has updated her training in child protection and fully understands how to respond to any concerns, she has also increased her level of qualification in child care. This has enhanced her overall knowledge of the regulations, although she did not know that she had a duty to report serious accidents to Ofsted. The childminder clearly managed the incident with parents, and records are in place, there was no further impact on children. The childminder has effectively included information on managing complaints and parents are fully informed. She has developed detailed systems to assess risks throughout the home and on outings. Most recommendations from the last inspection have been completed and this has increased children's security and met their individual needs. However, the recommendation for prior permission to administer medication has not been followed and this is a breach of regulations. The childminder has fully recorded all other information connected with administering medication and parents have signed the records, maintaining children's safety.

The childminder has developed successful methods to monitor and promote children's progress and she shows strong skills of including opportunities for learning through spontaneous play and during all interaction. She is clearly focussed on children's individual level of ability and responds accordingly with ideas and encouragement. There are effectively organised records to show how children are making progress and how their next steps in development are planned. Parents do have regular verbal information from the childminder and daily diaries to keep them up-to-date with care routines, although they do not see the records of learning or have opportunities to contribute. Parents have access to all the childminder's policies and procedures, they are clearly happy with the provision because there is a strong continuity of care. The childminder has close links with the local school and community groups, she encourages children to play and she increases their links in the locality through regular visits and socialising.

The childminder provides ample resources and these are stored easily on the ground floor, for children to find. Some play equipment is positioned throughout the rooms and children move freely to seek their preferences. The childminder often selects suitable toys to meet the age and stage of children attending, and she also encourages them to find items. She instantly follows their lead, often linking children's interests to increase their understanding and learning. For example, practising with magnetic construction equipment and then moving on to the magnets in the kitchen. The childminder's clear understanding and response to individual children's needs shows her positive approach to equality. She has experience of managing some children with special education needs and /or disabilities and has worked with parents to develop systems to manage behaviour

with positive results. The childminder provides posters of hand signing, which children can easily understand. she has maps of the world displayed and encourages children to learn other languages. The childminder shows a competent awareness of evaluating and improving the provision and she has clearly been committed to increasing her ability levels across many areas of the regulations. She fully understands her responsibility to keep up-to-date with changes and provide evidence to support her progress.

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

Younger children are settling well in the provision and show confidence as they move between the rooms, choosing play resources and sometimes showing extended concentration. They are keen to communicate with the childminder and they respond continually when the childminder includes questions and offers choice. They are able to express themselves and make decisions, learning new words and names whilst reading books with the childminder. They are also beginning to count in low numbers and recognise and name colours. Children are happy because the childminder provides constant attention and dialogue, she shows them items of interest and encourages them to take part. They learn to handle the expanding ball themselves and to recognise when it is big and when it is smaller. Children talk about the play food and the childminder asks them if the pizza belongs on the tool bench or on the cooker's. She skilfully includes them in decision making and develops their increasing knowledge and awareness of the world around them. Children show a keen interest in handling items and fitting items of play equipment together. The childminder watches and encourages them, using actions and words to explain that they need to turn the magnetic pieces around to make them work. Children spontaneously take the childminder to the refrigerator where they know there are more magnets. They experiment with the largest magnet and the childminder shows them gently, explaining that it drops down because it is heavy.

Children show competence and understanding when using interactive toys and resources, they play music and learn to change the tunes freely. They dance to the rhythm. They listen attentively to interactive sounds and show a strong focus on finding out where the sound comes from, especially when playing with the garage. Some younger children are clearly conscious of the different ways of communicating through mobile phones and confidently announce, "I could send a text" when they talk about getting a message to Mummy. Children copy the childminder's actions and learn to draw around their hands on the magic pad, they show delight in this and recognise the shape.

Children's health is well maintained, because they have their own individual water to drink and they are encouraged to refresh themselves when they are active. They follow regular daily routines of sitting down to eat snacks and eagerly enjoy the raisins provided. The childminder talks about using plates when they pretend to lay the table, she praises children for providing the plates and this encourages their understanding of hygiene. Children have frequent outdoor play opportunities

and often visit parks nearby. They experience riding on tractors during farm visits, they dig in compost in the garden and collect natural items to make a collage. The childminder takes them to the library, frequently to borrow books and widen their awareness in the community; she encourages all the children to learn where they live as soon as they are old enough to understand. Younger children are encouraged to be independent as soon as they start to attend the childminder's setting, she introduces routines to encourage positive contributions and uses games with dolls to help children to understand about hanging up their own coats. She also distracts younger children with pretend play when they become tired at the end of the morning and need to rest. They are encouraged to understand how they feel and the childminder soothes and quietens them.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Safeguarding and promoting children's welfare)(also applies to the voluntary part of the Childcare Register) 10/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early years section of the report (Safeguarding and promoting children's welfare)(also applies to the voluntary part of the Childcare Register) 10/10/2011