

## Inspection report for early years provision

---

|                                |                 |
|--------------------------------|-----------------|
| <b>Unique reference number</b> | EY302414        |
| <b>Inspection date</b>         | 29/01/2010      |
| <b>Inspector</b>               | Chris Mackinnon |
| <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 0300 123 1231, 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: 0300 123 1231  
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 was registered in 2005. She lives with her husband and three children aged three, six and nine years in the Roselands area of Eastbourne, East Sussex. Most of the ground floor and one child's bedroom are used for childminding. A fully enclosed garden is also available for outdoor activities.

The childminder is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register. A maximum of three minded children may attend at any time, with no more than two in the early years age group. The childminder currently has three children on roll, with two in the early years age group. The childminder attends local toddler groups, and makes outings to local parks and places of interest

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

Overall the quality of the provision is good.

The childminder is a well established and effective childcare provider, with a good knowledge of individual children's development needs. Children have the benefit of an excellent and highly organised play environment, with a wide range of resources and learning materials. The childminder presents a well planned range of activities, and children's learning is successfully promoted. The childminder works positively with parents, and shows a consistent approach to self-evaluation and continuous improvement.

## **What steps need to be taken to improve provision further?**

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

- improve observation and assessment to more fully support children's progress over all the six areas of learning development
- increase the range of diversity based activities in the play programme

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

The childminder has been registered for several years and is confident in her organisation and provision of care for children over a range of ages. She demonstrates a good knowledge of individual children's welfare needs, and presents a well planned and range of activities to effectively support their progress and achievement. The childminder's awareness and provision of safeguarding for children is well established. She has attended training in child protection, and applies consistent safety measures, within her home to ensure children are kept secure. She also has access to clear and well organised written guidance, on safeguarding practice and procedure.

The childminder has a particularly strong element within her practice, in her presentation of a highly organised and well resourced play environment, which is judged as outstanding. She provides an excellent and well organised range of play areas, particularly to support role play, art-crafts and small world play. A wide range of attractive and stimulating play resources are also provided. Children benefit greatly from many opportunities to explore, adapt play materials, and be inventive. Children are also provided with good play and learning opportunities outdoors, where they can enjoy being active and learning about nature.

The childminder has a positive approach to inclusive childcare, and the promotion of equality and diversity. She has a range of diversity based resources within the learning environment, and through stories and access to books, children are given a positive understanding of people's differences. However, the range of learning activities and play projects that reflect other cultures is limited, and an area for improvement.

To support her partnerships with other carers, the childminder has established close links with several local schools and day care provisions. She works effectively to establish close and supportive contact, with all those who influence the learning and development of the minded children. She enjoys particularly friendly relationships with parents, who she describes as friends and neighbours. Parents are kept informed and consulted on a daily basis. Parents also have access to clear information on their children's care and development progress.

The childminder demonstrates a positive commitment to maintaining consistency within her provision. She makes good use of reflective practice, to assess the organisation of children's play and presentation of resources. She also shows good awareness of how to evaluate the learning outcomes of individual minded children, who may be at different stages in their learning. Her self-evaluation document is complete, and indicates a clear approach to further development, and improvement.

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

The childminder effectively organises planned learning for children, and successfully supports their enjoying and achieving. She prepares written plans over a two month period, and includes play projects based on the seasons and yearly events. She also takes care to organise specific resources and arrange the learning environment, to enable individual children's development and learning. Children's interests and their stages of learning are also well included during planning. The childminder shows considerable skill in guiding children's learning, and uses her Early Years Foundation Stage (EYFS) training and good questioning techniques, to extend children's development. She also makes good use of close contact and one to one interactions, to support their progress and confidence. Through her consistent planning and knowledge of children's interests, she ensures all the minded children are effectively challenged, and have positive play experiences.

The childminder has clearly organised methods to assess children's learning. She makes regular notes and keeps written details on each child's development, to mark their learning stages. She also uses clear methods of tracking children's next steps in learning, by matching their achievements to the EYFS early learning goals. She also effectively includes parents in the recording of children's learning and development. However, her current assessment system is limited in its evaluation of children's progress over all the six learning areas, as described in EYFS guidance, and this is noted as an area for further development.

To successfully support children's growth and development, the childminder ensures children have a good range of healthy foods and snacks. Fresh fruits are provided, and children are able to try new food tastes. A wide range of physical activities, like dancing and active role play are provided, and outdoor play features well in the play programme. This also helps to ensure children's healthy growth and supports their development. Children are kept safe and secure within the setting, and the childminder has an organised range of safety precautions and detailed risk assessments. Children are made welcome and effectively supported. The childminder also helps children to feel included in the play sessions. New children are given time to become familiar with the setting, and encouraged to explore the many play resources.

The childminder gives good attention to promoting children's future skills. Much care is taken to provide activities that support children's use of words and speech. For example, children enjoy looking at their favourite story books with the childminder, and also have opportunities for mark making and learning how to form letter shapes. Frequent use is made of resources to promote children's critical thinking and problem solving. For example, children love making the lights in the dolls house work. They also gain skills through planned learning on the computer, which supports their awareness of shapes, and numbers. Within all the activities, children's creative and expressive learning is well supported. For example, children enjoy play dough, and have many learning projects that involve drawing and painting.

During her childcare work, the childminder continually encourages and supports children's confidence. She also uses her close support for children, to help them overcome difficulties and challenges during play. The childminder effectively promotes good behaviour, and consistently guides children to share and play together. The childminder also promotes children's personal and social understanding, and helps them to learn how their actions affect others. For example, during snack time and when sharing the chalk board.

A key element in the childminder's play setting, is the good use that is made of the highly organised learning environment and play areas. Children have many opportunities for exploring and choosing resources, and are able to create their own games and play activities. Children's knowledge and understanding of the world is also well supported by the wide selection of play materials presented. For example, children go on imaginary journeys, and have much inventive role play. Also, when children have stories or use the computer, they are able to learn about different people and places around the world.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources                                           | 1 |
| 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 |
|------------------------------------------------------------------|---|

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

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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 |

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 |
|--------------------------------------------------------------------------------------------------|-----|