

Inspection report for early years provision

Unique reference number	EY310549
Inspection date	23/06/2009
Inspector	Bridget Richardson
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 2005. She lives with her adult child in Shoreham-by-sea, West Sussex. The ground floor and first floor bathroom of the property is used for childminding, and there is a garden for outside play. The childminder walks to local schools to take and collect children. She attends the local toddler groups and takes children to local parks. She has two cats and a rabbit.

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. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are well cared for in a well-organised, child-orientated environment where they are happy, settled and secure in the childminder's care. Her excellent understanding of the Early Years Foundation Stage impacts on the children's learning. Children enjoy an excellent range of fun and challenging experiences which enable them to steadily progress. The childminder has a close partnership with parents which helps her to ensure that she meets individual children's needs. The childminder has an evaluation system in place, which helps her to identify strengths and weaknesses of her provision. This enables her to make continuous improvements to benefit children's care, welfare and learning.

What steps need to be taken to improve provision further?

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

- continue to develop risk assessments for outings

The leadership and management of the early years provision

The childminder has organised her documentation very well and maintains clear and up-to-date records regarding children's welfare. Parents are kept well informed about the care their child receives. They receive a welcome pack, which includes details of the service provided and the policies and procedures which underpin their care. Newsletters and discussions keep parents up-to-date with their child's daily activities, routines and well-being. Clear and effective settling-in arrangements are agreed with parents to help ensure that children become confident and comfortable with the childminder.

Excellent arrangements for gathering and sharing information about children's

learning and level of development are in place. The childminder gives parents first-rate information on the Early Years Foundation Stage explaining how she will value each child and promote and develop their individual development to the child's full potential. She backs up this information with in depth learning journal, which gives clear information to parents about their child's development. These are readily accessible to parents at all times. Parents value the positive relationships developed.

Safety is given careful consideration in the home and for outings. Appropriate safety equipment is in place to ensure children are safe. The childminder completes visual risk assessments continually both in the home and on outings. A clear and regular record of risk assessments is completed in the home and for some outings. However, not all outings undertaken have a risk assessment record to ensure all areas children go to are suitable for them.

The childminder maintains a clear record of the evacuation procedures, which she practises regularly with the children to ensure that they are confident to leave the premises in an emergency. An emergency plan has been drawn up should a child have an accident. The childminder has a clear and effective knowledge of child protection issues and procedures for safeguarding children's welfare.

The quality and standards of the early years provision

The children are confident and self-assured. They are encouraged to be active, creative and independent learners, who make decisions for themselves regarding the toys and resources they wish to explore. The childminder is excellent at following the children's lead and extending their experiences. For example, children deciding to play with the outdoor hopscotch mats in the correct order. The children enjoyed recognising and naming the numbers and sequencing them to make up the hopscotch mats. The childminder excellent communication skills and knowledge of each child ensured that she continued to extend the activity with the children through effective open questioning that met each child's individual developmental needs. The children were engrossed and thoroughly enjoyed the activity.

The children have good social skills and are learning how to share resources and to take turns. They benefit from the childminder's active involvement in their play. She uses spontaneous opportunities, such as when the children were exploring the garden, to extend their awareness of the world around them. Furthermore, whilst the children were enjoying imaginary play dressing up as fire fighters and police officers, the childminder talked with them about past experiences and their understanding of what they would do if there was an emergency in the home, encouraging each child to play an active role. In this way, children are learning to listen to others, to concentrate for short periods and to speak confidently in a familiar group.

The childminder plans a balanced programme of child-initiated and adult-led activities, both indoors and outside. They explore the world around them, art and craft materials and take part in cooking activities. Furthermore, the children have a

wide range of opportunities to socialise with others as they visit local farms, airports, soft play centres and toddler groups. She undertakes regular, written observational assessments of the children. She then uses the information to assess each child's progress across all aspects of the Early Years Foundation Stage curriculum and to plan the next steps in their individual learning. Each child has their own 'learning journal', containing their assessments and carefully selected photographs of the individual child, whilst engaged in activities. There are regular opportunities for the childminder and the parents to review the records and for the parents to contribute their own observational assessments of their child's progress. Links have been formed with other early years provisions attended by the children.

The children's safety is the childminder's highest priority. There is a range of measures to support the children's safety and help avoid accidents. The premises are secure, records of risk assessments are generally in place, stair gates are appropriately fitted to prevent access to areas and the children are constantly well supervised. Furthermore, the children are gaining an awareness of how to keep themselves safe. They practise road safety drills during their walks around the neighbourhood, take part in emergency evacuation drills and help to tidy away toys, thereby reducing trip hazards. Children are given choices on the snacks and meals they would like. Posters displayed around the dining room to promote healthy options. The childminder takes the children to the shops where children play an active role in choosing and buying fresh fruit and vegetables for their meals. This gives children effective opportunities to learn about healthy eating. Allergies or dietary needs are discussed with parents and written records are maintained as part of the registration process to ensure children's individual dietary and medical needs can be met.

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.	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?	1
How well are children safeguarded?	2

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?	2
How well are children helped to stay safe?	2
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

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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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