

Inspection report for early years provision

Unique reference number	EY311111
Inspection date	11/06/2009
Inspector	Chris Mackinnon
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 partner and their two children aged five and two years in Peacehaven, East Sussex. Her house is easily accessible, with childminding mostly taking place on the ground floor. A secure 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 four children under-eight years may attend at any-one time, with no more than two in the Early Years age group. The childminder currently has three children on roll and of these, two are in the Early Years age group. The childminder takes children on regular outings to the local parks, shops and toddler groups.

Overall effectiveness of the early years provision

Overall the quality of the childcare provided is good. The childminder is well-organised and successfully supports individual children's interests and development. Children enjoy a wide range of challenging activities, and their welfare and learning needs are effectively supported. The childminder has positive partnerships with parents, and demonstrates inclusive practice. Children's learning progress is effectively promoted, and the childminder has a developing awareness of the need to evaluate her childcare provision. The childminder is confident and experienced, and fully committed to providing a good standard of childcare.

What steps need to be taken to improve provision further?

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

- develop reflective practice and self-evaluation to support continuous improvement

The leadership and management of the early years provision

The childminder successfully organises a clear and stimulating childcare programme within her home. She demonstrates much confidence in the organisation and management of children's learning and is committed to further training and development. She is currently completing an NVQ level three home-based childcare course, and has also recently updated her safeguarding training. There are several recognisable strengths in her play provision, including well-planned learning activities and effective use of observation and assessment. She also has a notable strength in her presentation of an attractive and stimulating play and learning environment, with a clear range of outdoor learning opportunities also provided.

The childminder is aware of the need to regularly assess the effectiveness of her childcare programme, but has not yet completed the Ofsted self-evaluation

document. She uses her observations of children's progress positively to plan children's activities, but her understanding and use of reflective practice is not fully developed. She has a sound approach to maintaining continuous improvement, and has responded well to the recommendations made at the previous inspection.

The childminder has a clear awareness of the need for good links with parents and other care settings. She has established close partnerships with parents, and provides daily reports to support parents understanding of their children's development. The childminder also works effectively to include parents, over the longer term, with clear and consistent information recorded to support children's progress and achievement. The childminder's understanding of the need to safeguard children is well organised and effective. Children are welcomed and carefully settled, and the childminder takes care to ensure children feel happy and included within her home. She has attended child protection training and has clearly organised written guidance and safeguarding procedures.

The quality and standards of the early years provision

The childminder's well-organised play and learning environment and clearly planned range of learning activities, is notable strength within her provision. Her learning programme includes a clear weekly timetable and a range of the learning themes, including letter-of-the-week, and exploring colours and numbers. The planned activities are also effectively organised to promote children's progress across the early learning goals, with clear links made to how children's learning progress is assessed. Children's individual interests are also successfully considered and the childminder uses her knowledge of individual children effectively to provide a range of activities specifically designed to promote learning. For example, one child's interest in trains is effectively encouraged with a good range of railway based play items and opportunities provided to learn about sizes, distances and how things fit together.

The childminder has a good awareness of the EYFS principles and understands the need to focus on children's learning development. The childminder works closely with all the children in her care and joins in well and is enthusiastic in the promotion of their learning. She has sound awareness of the early learning goals, and demonstrates confidence in extending children's range of learning, as they explore resources and respond to the activities provided. Children's learning progress is systematically monitored and the organisation of observation and assessment, is a strong element of the childminder's care practice. She makes good use of written notes and keeps clear records on how individual children's respond to activities and develop their learning. All six of the early learning goals are clearly included in the assessment and individual children's next steps in learning, are well known and effectively considered.

The childminder successfully supports children's welfare, with good care provided for all children attending. The childminder's house is well prepared, with a clear range of safety procedures in place to ensure children are secure and appropriately supervised. The childminder makes daily checks of the play areas used and has clearly organised risk assessments, that are regularly reviewed. Children enjoy a

range of healthy foods and snacks, and the childminder is mindful of individual children's dietary needs and intolerances. A well-organised range of food choices is provided to ensure children's healthy growth and development is well supported. Learning about different foods is included in the planned activities and children also enjoy trying new food tastes.

Children's enjoyment and achievement is successfully encouraged. Children's learning progress is effectively supported by many well-planned activities that ensures children's use of words and numbers is successfully encouraged and developed. A strong element within the childminder's learning programme is the use of art-crafts, and older children in particular, benefit from frequent learning topics that include cutting and sticking and exploring different materials. Also, through the provision of well-planned tactile and physical activities, younger children's development is successfully promoted. The childminder effectively support children's own play ideas, with many good opportunities provided for role play. One particularly good example is the use of a play kitchen, where children enjoy pretending to cook meals and use utensils. Many of the activities provided involve children in the use of tools, and the gaining of practical skills that will support their future learning.

Children's behaviour is effectively managed by the childminder and children are encouraged to share their play resources, and take turns. The childminder uses her experience effectively to provide activities for children over a wide age range, successfully helping them to co-operate and be supportive of each other. Many outdoor learning opportunities are also provided, and children use a variety of play resources and materials to explore nature, and learn about growing and the seasons. Children also learn about other cultures and the wider world, within a well-organised learning environment, that acknowledges diversity and promotes inclusion.

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.	3

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?	3
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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