

Inspection report for early years provision

Unique reference number	EY331767
Inspection date	24/11/2009
Inspector	Chris Mackinnon

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.

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Description of the childminding

The childminder was registered in 2006. She lives with her husband and their two children in Lewes, East Sussex. The whole ground floor is used for childminding and an enclosed back garden is available for outside 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 minded children may attend, with no more than three in the early years age group. The childminder currently has five children on roll, with four in the early years age group. The childminder attends local play centres and care groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a well organised and stimulating learning environment, and children's individual care and welfare is effectively promoted. An excellent range of play and learning activities is provided, and children make consistent progress and achieve well at the setting. The childminder takes good care to establish close partnerships with parents, to ensure children's healthy growth and development is fully supported. The childminder has a positive approach to improvement, and is developing her use of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop self-evaluation to inform future planning and support continued improvement.

The effectiveness of leadership and management of the early years provision

The childminder is well organised and provides a consistently managed childcare setting. She has several well prepared play areas within her home, and a well planned programme of activities is provided to meet children's learning and development needs. The childminder has completed training in childminding practice and also has a level three, home-based childcare qualification. She is also an active member of the Lewes childminding group, and the East Sussex childminding association. The childminder has an effective awareness of safeguarding, and the need to keep children safe and secure. She has attended child protection training and has clear written guidance on correct safeguarding procedures. Her home is also safely organised, to minimise harm and risk to children.

The childminder has some outstanding elements within her practice. This is particularly noted with the planning and presentation of children's learning

activities, and the high quality support provided for children's enjoyment and achievements. She also consistently organises a well prepared learning environment, with a well chosen range of resources, to engage children's interests and promote their development. Children are able to enjoy the play areas provided, and have easy access to books, assembly toys and role play materials. The childminder makes effective use of the space within her home, to provide opportunities for expressive play and child-led activities. The childminder also demonstrates considerable expertise in her application of the six areas of learning, and is able to ensure children are successfully supported in their progress through their learning stages.

The childminder demonstrates a confident approach to reflective practice and maintaining the quality of her childminding provision. She has responded well to the recommendation made at the last inspection, and recognises the importance of development and improving her work. Over the previous year she has made a number of changes to her play programme, and continues this revision, to the benefit of children and parents. She is aware of self-evaluation and has started the process, but she does not yet have a complete system in place to identify areas for improvement.

Within the planned activities, the childminder demonstrates a consistent awareness of inclusive practice. Her support for equality and diversity in the play programme is also effective and consistently organised. A wide range of visual learning material is in place, disability play resources are included, and children have regular contact with other languages. Children also frequently experience other culture festivals, which widens their knowledge of the world, and supports their understanding of differences.

The childminder takes care to work closely and consistently with parents and other carers, and is outstanding in this aspect of her practice. She establishes close and valued partnerships with parents, to maintain individual children's healthy growth and progress. She is also highly successful in organising information sharing. Through her detailed written assessment material and excellent use of photos, she ensures parents are effectively included and their involvement in their children's learning supported. Throughout the planned play programme, the childminder is consistent and takes care to provide close support for all the children attending. She also uses her training and experience, and knowledge of individual children's needs, to effectively promote their learning and achievements.

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

The childminder shows a clear commitment to supporting children's development with the high quality of her organisation and planning of children's learning activities. She plans ahead, over a period of a month and includes specific learning themes such as, 'people who help us'. She also successfully includes all the six learning areas to ensure extra focus is added to the activities. The strength of her planning also lies with her consistent use of individual children's interests, and knowing each child's ways forward with their learning. Also included in the

planning are activities designed to support children's awareness of other cultures and the world around them. The childminder has the ability to support the learning and development of children over a range of ages, often adapting and modifying her activities to support the children's differing needs.

Children's learning under the Early Years Foundation Stage framework (EYFS) is effectively promoted and the childminder makes good use of the EYFS themes and principles to ensure children have a full range of play. Through her close individual guidance and high level of expertise with teaching and extending learning, children have a wide range of positive experiences, and opportunities to progress. The childminder has a highly developing knowledge of the six learning areas and their application, and this provides outstanding support for children's enjoyment and achievement. The childminder also recognises that observing and assessing children's learning progress is important, and has a clearly organised system in place. Each child has a development folder, with detailed notes and photos, which shows their engagement in the activities. Clear and detailed tracking records are also used to successfully chart individual children's learning stages, and their next steps in learning.

During the activities, children are helped to gain skills that successfully supports their future learning. They manage a range of tools and work with different materials, and their ability to communicate are all soundly promoted within the play programme. The range and variety of the activities also benefits children's imaginative development, and effectively supports their engagement in active learning and creative thinking. Children have many good opportunities to engage in problem solving and reasoning. For example, children enjoy dressing and changing dolls, and also explore shapes and numbers with assembly toys and matching games. Children's language and literacy is consistently supported by the childminder. For example, children greatly enjoy mark-making with crayons, and using their speech and word skills during role play phone calls. The children's ability to be creative is also well fostered. A clearly organised range of art-craft activities are provided, and frequent music and dancing supports the children's expressiveness. Children are also encouraged to create their own games and adapt resources as part of child-led play.

The childminder takes good care to ensure children feel safe within her home. Children are made welcome and encouraged to settle into routines. Children's family links and individual likes and dislikes are also taken into consideration. The childminder has a strong sense of safety and well organised risk assessments are in place, with daily checks made on equipment and materials. The childminder is also vigilant in her supervision and protection of children, particularly during outings and outdoor play. The childminder takes a close interest in promoting children's healthy growth and development. Children's intake of healthy foods and drinks is effectively monitored, and children are encouraged to be independent with toileting and washing their hands. Children's physical development is also successfully promoted throughout the programme, with frequent games and activities that promote balance and co-ordination. Children also have opportunities for physical play and learning, organised in the childminder's back garden area.

The childminder shows confidence in her continual encouragement of children, and

in her support for their achievement during play. She is also calm when managing behaviour and children's disagreements. Children are helped by the childminder to develop positive relationships and are consistently encouraged to share and play happily together. For example, during snack time, children show their ability to cooperate, take turns and be tidy and helpful. The childminder is also particularly conscious of children's need to explore the wider world. She takes full advantage of the opportunities provided in her local area, and consistently plans outings and trips to increase children's experience and learning.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1

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	1
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:	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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