

Inspection report for early years provision

Unique reference number	EY367769
Inspection date	09/12/2008
Inspector	Shan Gwendoline Jones
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2007. She lives with her husband and three children, aged 9, 10 and 14 years, in Upper Beeding, West Sussex. The family has a dog.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of six children under eight years at any one time and is currently minding one child in the early years age group. She is a member of a local childminder support group. The whole of the ground floor of the childminder's house is used for childminding.

Overall effectiveness of the early years provision

The range of activities, outings and the care provided by the childminder follow children's individual interests and developmental needs. This encourages all children's inclusion and enjoyment, and develops their awareness of the wider community. The close working partnership between the childminder and parents ensures relevant information is shared and parents are informed of issues relating to their child's care and learning. Children are well supervised by the childminder, enabling them to play safely. The childminder has a positive attitude in respect of her professional development and understands the importance of constantly evaluating her existing practice for the benefit of the children.

What steps need to be taken to improve provision further?

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

- extend children's knowledge of cultures and beliefs within and beyond the setting
- further develop risk assessments to include outings and review these regularly
- continue to develop the observation and planning systems

The leadership and management of the early years provision

The childminder plans her day well, allowing flexibility in order for children to follow their familiar routines. Good use is made of local resources, including visits to shops, parks and places of interest, such as a farm. This develops children's awareness of their own and the larger community.

In her practice and in her self-evaluation, the childminder demonstrates a clear understanding of her role in promoting children's welfare and learning. She is committed to improving her knowledge of childcare and has attended relevant training courses. For example, she has attained a National Vocational Qualification at level 3 in early years childcare and is due to attend a course on health and

safety. She recognises that there are still further improvements that need to be made, for example, in relation to extending children's knowledge and understanding of the world through the topics and activities offered.

The childminder has devised comprehensive policies and procedures and has all the required records in place to support children's needs efficiently. She has completed risk assessments which help ensure children are safe within the home. However, these records are still in their infancy and do not cover outings. The home is secure and the childminder ensures that all adults in the household are suitable to be around children. The good information the childminder shares with parents enables her to talk with children about their own lives and capture their interest.

The quality and standards of the early years provision

Children are welcomed into this warm and friendly home which is well prepared to meet their individual needs. The childminder has a thorough knowledge of the individual children she cares for. This contributes greatly to children's learning and development and they clearly enjoy being in the childminder's company. Children benefit from a range of activities and play experiences that encourage their learning in all areas and that take account of individual children's interests. For example, children were engaged in a creative activity preparing Christmas cards for their friends at pre-school. They were absorbed in mark-making and were encouraged by the childminder to pre-read their friends' names as they wrote. This activity developed their language and literacy skills for the future.

The childminder offers continual praise and encouragement to children, which boosts their self-esteem. They are confident and enjoy nestling next to the childminder to share books. They develop their vocabulary as the childminder points out and names objects in pictures. The childminder is very adept at recognising and maximising learning opportunities, for example, she encourages children to identify the numbers and colours of the clock puzzle. The childminder has begun to record simple observations and uses photographic evidence of the children. She is developing systems to link these observations to planning for children's future development and progress in partnership with parents. Links are made with other settings children attend and information is shared on a daily basis.

The policies reflect the childminder's commitment to an inclusive service. For example, the equal opportunities policy refers to the Disability Discrimination Act and her willingness to make reasonable adjustments to her home in order to cater for children with additional needs. However, children's knowledge of cultures and beliefs within and beyond the setting is not fully developed, in order to help them learn to respect and value all people and learn to avoid negative attitudes towards others.

The childminder promotes healthy eating by providing children with fresh fruit and vegetables. She discusses children's dietary requirements with the parents to ensure that their individual needs are met. Outings to the park and surrounding

local groups, where there is large play equipment, gives children plenty of opportunity to develop physical skills and enjoy fresh air and exercise.

The childminder acts as a positive role model with regard to manners and they are encouraged to sit at the table with their drinks and snacks, fostering good manners. Their emotional well-being is very effectively supported with cuddles and gentle conversation. Children readily turn to the childminder for support, showing they feel safe within her care.

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.	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?	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

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

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.