

Inspection report for early years provision

Unique reference number	EY384301
Inspection date	13/10/2010
Inspector	Daphne Prescott
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 2009. She lives with her partner and two children in Lancing, West Sussex. The whole of the ground floor is used for childminding, with toilet and sleeping facilities upstairs. Children have access to an enclosed outdoor play area.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently five children on roll, of whom three are in the early years age group. Children attend different times of the week.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes and collects children from local schools. She also attends parent and toddler groups. The family has no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a comfortable and stimulating environment for children. She has a wide range of resources and provides activities that help children make good progress in all areas of their learning and development. The childminder has good working relationships with parents which contribute effectively to ensuring that each child's individual welfare and development needs are met appropriately. Most of the required documentation is in place to promote and safeguard children's welfare. The childminder is fully committed to developing her practice and some key areas for improvement have been identified to ensure continuous improvement. The self-evaluation systems for evaluating her service are in their early infancy.

What steps need to be taken to improve provision further?

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

- obtain written parental permission for children to take part in outings
- continue to develop the processes of self-evaluation to encourage informed discussion with parents and children to help identify the setting's strengths and priorities for development to continually improve the quality of provision for all children

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of how to safeguard children. She is vigilant in ensuring children are safe in her home. Detailed written risk assessments are carried out to keep children safe and secure. Relevant equipment is also in place to help keep children safe such as safety gates and smoke alarms. The childminder takes children on outings in the local community. She maintains detailed risk assessment for outings and is extremely observant to their safety. Parents are fully aware that their children take part in outings but she has not obtained from them their written permission. The childminder has a clear understanding of her role in safeguarding children and knows what to do if she is concerned about the welfare of a child in her care.

The childminder uses her good knowledge of children's individual interests to prepare the environment. For example, for younger children she sets out interactive toys, puppets and inset puzzles that are suitable for their age and stage of development. She deploys her resources well so that children can make independent choices and become active learners. The setting is inclusive as children are always treated as individuals each with the ability to achieve and to make progress. The childminder knows children's care needs well and is good at recognises their individual signs for when they are tired or hungry.

The childminder works very closely with parents in the best interests of their children. Detailed information is gathered from them regularly and especially when children first start to attend which contributes towards ensuring that any changes in their needs continue to be met. The childminder keeps a written record of what each child has done during the day so that parents are kept well informed. A range of written policies and procedures to underpin the childminder's practice are also shared with parents so that they are aware of the service she provides. Parents make positive written comments about the childminder, particularly in relation to that she provides a stimulating and caring environment and they would have no hesitation in recommending her childminding services to others. The childminder is building the required links with others who may be involved with each child when necessary to make sure there is a cohesive approach to their learning and development.

The childminder is motivated to seek further improvement and has identified some areas for future development, such as improving resources which reflect diversity or help children to develop an understanding of difference in relation to religion, culture, gender and disability. Although she is beginning to reflect on her practice arrangements are not yet fully in place to enable parents and children to contribute to the self-evaluation systems to ensure improvements are continuously made to improve outcomes for children.

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

Children have settled very well and have developed a strong sense of belonging in the childminder's home, where they enjoy a warm relationship with the childminder. There is some lovely interaction between the childminder and the children. They enjoy cuddles with her they laugh together and look to the childminder for encouragement, reflecting that they feel safe and comfortable with her. She uses facial expressions and body language well to communicate with them and allows the children time to respond in their own way. From the babies' babbling and facial expressions, she can tell when they have had enough of an activity or just want a cuddle.

Children are making good progress within the six areas of learning. The childminder is regularly observing children's development and identifying their next steps for learning in their individual learning journals which are also shared with parents. She plans a stimulating variety of experiences and children benefit from a daily routine that offers a balance of free choice and organised activities, which reflect children's interests. The children thoroughly enjoy pushing buttons on toys to hear music and opening and shutting doors on interactive toys. All this introduces them to technology and gives them good opportunities to develop hand-eye co-ordination. The childminder interacts with them to promote their language and reasoning skills from an early age. For example, she is talking to them about colours, how the pieces of puzzle fit inside and naming different animals. When making the different sounds of farm animals the childminder skilfully links singing the song 'this little piggy went to market' which exposes the children to actions songs and rhymes. All of the children partake in creative opportunities and sensory experiences as they touch and feel natural materials when making shakers.

Children's health is given good attention. The childminder makes effective use of daily routines to enable children to learn about being healthy. She helps children learn good hygiene practices, as she makes sure they wash their hands at appropriate times. Children get plenty of fresh air and exercise each day by playing in the garden, going for walks or visiting the park. Regular trips to the park ensure children have plenty of opportunities to access more challenging experiences that refine their large muscle skills as they climb and slide on large apparatus. They are offered a good range of healthy and balanced snacks and drinking water is readily available keeping their bodies healthy and hydrated. Children begin to learn to keep themselves safe through, for example, taking part in regular fire drills and practising road safety when they are out walking. Children learn to behave well because the childminder gives them attention and praise for good behaviour and acts as a good example herself regarding, for example, the consistent use of good manners and showing respect for everyone.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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
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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	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

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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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