

Inspection report for early years provision

Unique reference number	EY387218
Inspection date	08/07/2009
Inspector	Helen Penticost
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and one child in the residential area of Warnham, Horsham, in West Sussex. All areas of the home may be used for childminding, although children generally play on the ground floor. They also have use of an enclosed rear garden. The family have one cat. The childminder is registered to provide care for a maximum of five children under eight years at any one time and is currently caring for four children in the early years age group, all on a part time basis. She is also registered on the child care register. The childminder does not provide overnight care. She is a member of the national childminding association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder ensures that she fully understands each child as an individual to enable her to meet their learning and developmental needs. Children play in a safe and well planned environment which promotes their well-being at all times. Policies and procedures ensure that children are safeguarded and that good quality relationships are fostered with parents. Children freely access a good range of interesting and appropriate activities and enjoy the free flow play from indoors to the garden. Effective self-evaluation encourages continuous improvement, therefore ensuring better outcomes for children.

What steps need to be taken to improve provision further?

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

- use the current system for observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child
- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved

The leadership and management of the early years provision

Children are well protected from harm or abuse as the childminder has a good understanding of safeguarding issues and effective policies and procedures. Most required documentation is in place to support children's welfare conscientiously and establishes effective routines to keep children safe. Within the home safety is given careful consideration, for example, the childminder is very conscientious about the security of the front door. However, the childminder does not currently undertake fire evacuation with the children and there is no fire drill log. Formal risk assessments covering all areas have been conducted and any issues raised have been acted upon.

The childminder builds good relationships with parents and ensures that she finds out about children and their families when they start with her setting starting points for their learning journey. Parents complete clear documentation and the childminder ensures they are fully informed about the provision. They receive and sign for copies of all policies and procedures, as well as most necessary permission forms. Children's progress is shared with parents through verbal feedback, access to their learning journeys and the daily diaries the childminder keeps. Effective links with the local pre-school enhances and promotes integration, progression and continuity of care and learning. The childminder is committed to providing an inclusive practice to ensure all children can achieve and develop.

As a qualified nursery nurse with several years experience she holds a good level of knowledge and understanding of child development. She has an enthusiasm for her work with children and shows a commitment to continually strive to develop her provision. She has a good ability to assess what she does well and identify areas for development, through constant monitoring and evaluating her practice to improve outcomes for children in her care.

The quality and standards of the early years provision

Children are busy and well occupied as they help themselves to toys and learn through their play. The environment enhances children's learning as children make their own choices from the good range of activities and toys. Children's work and photographs are displayed, which helps to develop their self-esteem and value their efforts. The childminder knows the children and families well and ensures their individual needs are met. Children are familiar with the home and equipment and they move around confidently and help themselves to toys. The childminder plays with the children and ensures she is at their level. She sits on the floor to help the children assemble the farmyard or imaginative games. The children can frequently be heard giggling with each other as they self-initiate a game of peek-a-boo.

The outdoor area offers exceptional opportunities for the children to learn about the world around them, as they grow fruit and vegetables and observe the seasonal changes of all the plants. For example, the childminder talks about the strawberries being green and not being red yet, as they have not ripened. The childminder communicates very well with the children, she understands that children communicate in many ways and uses gestures and non-verbal communication very effectively to help all children learn and understand.

Children's development is monitored and observed regularly. The childminder carries out frequent observations of children's play and sets the next steps for their development, however, these are not then used to inform planning. She builds a very thorough record of children's learning using the observations, as well as examples of the children's work. Children are helped to be more assertive and communicate with the other children as well as adults. Children learn what behaviour is acceptable. They know where they may play within the home. The childminder respects all the children and talks to them about what she expects regarding behaviour issues. Children are provided with healthy snacks and meals

and water is readily available, regularly prompted by the childminder. Children have their own hand towels within the kitchen, which helps to minimise cross infection and the spreading of germs.

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?	3
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