

Inspection report for early years provision

Unique reference number	EY411728
Inspection date	15/12/2010
Inspector	Christine Clint
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder registered in 2010. She lives with her parents in the city of Chichester, West Sussex. The family home is close to shops, parks, schools and public transport links. The ground floor of the house and the garden to the rear of the property is used for childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, no more than three children may be in the early years age range. When working with her co-childminder, the registration includes a maximum of six children under eight years and six children maybe in the early years age group. The childminder is currently caring for two children on a part time basis, one child is in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has competently organised all documentation to meet the Early Years Foundation Stage. She shows a commitment to making continual progress, especially towards assessing and promoting children's safety. She has also started to evaluate some areas of the provision and introduce further resources to meet individual needs. The childminder provides focused and dedicated care; she has a good understanding of encouraging children's learning through play. She has included clear plans for activities and started to assess and promote children's individual development.

What steps need to be taken to improve provision further?

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

- include systems for linking with children's learning at home or with other carers and use this to promote children's next steps in development
- increase the play resources to reflect diversity

The effectiveness of leadership and management of the early years provision

The childminder has made a clear commitment to promoting children's safety and welfare. She has successfully made all areas on the ground floor of the home safe, following the registration visit and she has introduced sound rules for children. She is fully aware of the procedures for safeguarding and referring any concerns and this information is verbally shared with parents. There is a precise complaints procedure in place and the childminder understands her responsibilities to share

any information with parents or Ofsted. The childminder has included a comprehensive portfolio of policies and procedures and these cover all regulations and include all written permission from parents. Children's safety is well maintained throughout the home because the childminder has stair gates where needed and she supervises children continually. Fire equipment is in place on the ground floor and the childminder has a fire plan and an evacuation procedure to follow. The childminder has included a full record of risk assessment for each area of the home and for different outings. There are thorough systems for recording accidents and the childminder shows a complete awareness of the regulations for administering medication and very dedicated routines for maintaining hygiene.

The childminder shows a strong ability to recognise children's progress through observing and recording their play and conversations. She has introduced assessment records and obtained clear information from parents at the start, although there are no established links for sharing and promoting children's next steps in learning with parents or other carers.

Children have ample resources for play and good opportunities for making choices throughout the ground floor of the home. The childminder plans in advance to provide for children's preferences, she organises outings and trips to shops and the library; she includes opportunities for socialising at toddler groups. The childminder has an open attitude towards inclusion although there are fewer resources currently available to reflect the diversity in society.

The childminder has established sound relationships with parents who are keen to share information and have frequent contact with the childminder. They have access to all the policies and procedures available in the childminder's portfolio and they are provided with a written example of the childminder's daily routine; this is flexible and changed to meet the needs of parents and children. For example, the childminder walks to meet parents and deliver children because this fits in with the daily collection from school.

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

Children are very settled and show high levels of confidence for their age and stage of development. They move around the ground floor of the home with ease and know where to find resources and items to interest them. Children show a strong ability to communicate and to learn new words rapidly; they currently have less knowledge of language but they are very effectively making conversation through their expressions and actions. The childminder fully supports this; she uses open-ended questions and allows children to follow through with their own decisions. Children show a strong interest in mark making and there are writing resources immediately and continually available. Children use a magnetic writing board and fully understand how to print with different shapes, they can solve problems by easily slotting these back into the correct spaces. Children show interest in everything around them and they interact enthusiastically with the childminder. They are keen to look at books and recognise and name different

transport vehicles. Children show how well they can understand through pictures, when there is a picture of an umbrella, children know this is to keep the rain off and they say it is wet and they shiver to show they understand the cold. The childminder encourages role play, she suggests keeping the dolls warm and using blanket to wrap them in. She recognises that children's concentration levels are short and she follows their interest to different activities. Children can see the birds from the window and they talk about feeding them because this is a regular routine.

Younger children are learning about safety because the childminder supervise their movements at all times. She reminds them not to bump their heads if they are under the table; she encourages them to have shoes properly on their feet when trying to walk. The childminder has included sensible house rules and children learn not to follow her through the stair gate into the kitchen if she fetches anything. The childminder praises children frequently and this fully promotes children's understanding of positive behaviour and simple house rules are in place.

Children are learning about keeping healthy because the childminder is very conscientious, she uses hand gel herself every time she wipes children's noses with tissues and she talks to children about recognising when they need tissues. She explains her actions when giving medication to children and they learn why they need to take the medicine. Children know the routines for nappy changing and they comply with the childminder's requests; she follows hygienic routines and ensures the changing mat is thoroughly cleaned after use. Children are encouraged to have fresh air and the childminder includes frequent walks and outings or outdoor play when possible in winter weather; this enhances children's opportunities for developing physically. She is dedicated to following children's individual routines for sleep and this promotes children's health and well being.

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	3
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	3
The extent to which children develop skills for the future	3

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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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