

Inspection report for early years provision

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Inspection date	13/12/2010
Inspector	Rosemary Musgrove
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 was registered in 2010. She lives with her husband and two children in Rustington, West Sussex. The whole of the ground floor is used for childminding and there is a garden for outdoor play. The family has a pet dog, three cats and a rabbit. The childminder attends local toddler groups.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. She is currently minding two children on a part-time basis. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the voluntary part of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of each child's needs and effectively supports most welfare and learning requirements. Her home is well-organised and children are eager to explore the good quality resources. This means they have fun, enjoy stimulating activities and make good progress in their learning and development. Effective arrangements ensure that children are safe and secure in the childminder's home. Good working relationships with parents and carers support the continuity of the children's care and learning. The childminder evaluates her practice and since her registration has made some positive changes and improvements.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission for seeking emergency advice and treatment (Safeguarding and promoting children's welfare).
- 23/12/2010

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

- promote positive attitudes to diversity through activities and resources that encourage children to talk about similarities and differences and the reasons for these
- develop systems to observe and monitor children's progress in order to plan the next steps in their learning and development
- liaise with other providers to ensure continuity of learning and care.

The effectiveness of leadership and management of the early years provision

The childminder has completed recent child protection training. She has a good knowledge of safeguarding and understands how to recognise, record and report any concerns; this means children are well protected. She has the majority of the required procedures for the safe and efficient running of the early years provision. Good quality risk assessments show how the childminder keeps children safe in her home and on outings. The childminder has a current first aid qualification; however, she has not requested written parental permission to seek emergency advice or treatment. This means that children's welfare is at risk due to lack of appropriate records.

Play areas support learning and development and young children move freely and confidently around the home. Good quality resources are suitable for the developmental stage of the children. They happily choose their preferred play activity and learn through exploration and discovery, for example, in the role play area. Children treat resources with respect and learn about recycling when they make junk models.

The childminder strives to provide a service that is inclusive for all children. She has a wealth of experience working alongside children with special educational needs and/or disabilities. This means if children need additional support she would provide a suitable learning programme in partnership with parents and other agencies. Although the childminder has a few books that reflect diversity, children have limited opportunities to develop a positive attitude to diversity and the childminder has identified the provision of suitable resources as an area for future development.

The childminder has established good relationships with parents and carers. Before a child starts, she collects a good range of information, such as, their daily routines. Parents visit the childminder's home, browse her policies, for example, behaviour management and find out about the range of activities. The childminder writes a daily diary and this gives details about the children's activities and snacks. 'Star Moments' are recorded when children have a significant achievement, such as, colour recognition or language development. These factors support the continuity of the children's care and mean that parents know about the progress and achievements of their children. The childminder is aware of the importance of working in partnership with other providers; however, she has not yet established effective links to ensure continuity and cohesion if children attend more than one setting.

The childminder has a good idea about evaluating her provision and continually improves the outcomes for children. Since registration, she has identified her training requirements and the need for some additional resources. Recent improvements include monitoring and refining the children's play experiences and the provision of play equipment that reflects the children's current interests.

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

Children have fun, are enthusiastic and happy in the childminder's home. In particular, they enjoy choosing activities and engaging the childminder in their play. The childminder has a quiet, calm attitude with the children. Her excellent interaction skills are a strong feature and mean that children have worthwhile play experiences. After enjoying the bear hunt story, they relish the opportunity to go on their own bear hunt and enjoy participating in all the actions and sounds. The childminder is beginning to extend and develop her planning. Although she has a good knowledge of individual needs, her informal observations do not allow her to monitor children's progress, in order to effectively plan the next steps in their learning and development. Children learn about numbers through daily activities, for example, they count five pills while looking after a sick patient and enjoy singing number songs. They are motivated to go shopping and enjoy their play in a large pretend cardboard shop; this means they develop their communication skills as they vocalise and imitate the childminder's language.

Children show they feel safe and secure at the childminder's. They are happy to leave her side and explore their surroundings. They spend time looking at the resources and then choose their favourites, for example, the pretend food or the malleable play. The childminder spends a lot of time praising the children and this helps them to develop a positive self-esteem. She uses hand puppets effectively and children learn the importance of good manners and often say 'please' and 'thank you'. When children visit toddler groups, they begin to develop social skills as they play alongside other children.

Children enjoy their play in a safe and secure environment. The childminder has a number of safety precautions and procedures in place, such as, guidance to follow if a child is missing and fire evacuation procedures. Safety equipment includes smoke alarms, a fire blanket and a carbon monoxide detector. Supervision is good and well-organised play areas mean that children learn to make their own decisions, such as; they choose a book to share with the childminder. The childminder teaches children to keep safe, for example, if they are out walking, she helps them learn about road safety awareness. She has written permission for transporting children in her car and her risk assessments are thorough and indicate that children are kept safe on outings.

Children begin to learn about healthy routines and use hand wipes before eating their snack. The childminder uses role play activities to help children understand the importance of healthy eating. They bring their snacks from home, such as, cheese, fruit and savoury biscuits. Children engage in a range of physical activities. In particular, they enjoy fresh air when they walk to the local park and follow the footsteps through the small adventure playground. They develop their large coordination skills as they play on the large circular swing and enjoy indoor activities and singing at a local group. Malleable play is a popular activity and children are confident and thoroughly enjoy using the scissors and rolling pins to make flat, smooth or long wiggly shapes. This helps them to develop their small motor skills.

The childminder helps children develop their skills for the future, such as, they learn about everyday activities with the cash register in the shop. They begin to use words to communicate their wishes, for example, when they want to play in another room. They find out about the wider world and the local community when they look at a large map and talk about other countries or visit the park, library and local shops.

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	3
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	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	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