

Inspection report for early years provision

Unique reference number	EY420596
Inspection date	24/05/2011
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 2010. She lives with her husband and three children in Tarring in West Sussex. Part of the childminder's home is used for childminding with toilet facilities upstairs. She has a cat as a pet.

The childminder is registered to care for a maximum of four 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 three children on roll in the early years age group; they attend different times of the week. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are cared for in a warm and welcoming family environment. The childminder spends time supporting them in their play and learning. Overall, through the satisfactory range of activities and resources she provides, children make sound progress in their learning and development. The childminder has a positive partnership with parents enabling her to work with them in supporting their child's individual needs and promoting an inclusive practice. Generally, documentation is appropriately maintained in most instances. The childminder understands the importance of evaluating her practice, although these systems are not yet fully developed.

What steps need to be taken to improve provision further?

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

- review the risk assessments to include all outings and trips
- maintain a record of evacuation drills in the fire log book, which includes details of any problems encountered and how they were resolved
- devise systems to plan activities to support children's individual learning
- develop further self-evaluation systems for an ongoing review of practice to identify strengths and areas where improvements are needed

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately safeguarded as the childminder has a suitable understanding of child protection issues. She is aware of the indicators of child abuse and the procedure to follow to report concerns. The childminder conducts regular risk assessments on the premises to ensure that children are not exposed

to potential hazards. While a record of risk assessments are carried out for her premises and through ongoing visual safety checks. The childminder has not yet included reference to all the trips and outings undertaken by the children in her risk assessments, to further support their safety.

There is sufficient space for children to fully explore the play resources unhindered. A suitable range of play equipment is readily accessible in the conservatory. Resources are stored safely at children's level for them to see and choose what they want to play with encouraging them to make choices increasing their independence. Babies' are offered a selection of age appropriate toys that are displayed on the floor or hanging from their bouncy chair for them to enjoy.

The childminder has started to build positive relationships with parents. She endeavours to promote an inclusive environment where children's individual needs are identified and met. She ensures that parents complete an initial questionnaire about their child and this enables her to gather vital information that she uses to provide consistency in care. Furthermore, she verbally shares information with parents at drop off and collection times about their children's welfare and activities. The childminder has started to share her observations with the parents, which enables them to be involved in the child's continuous learning and development. She is beginning to make links with the nursery that the child attends to exchange information to ensure continuity of children's learning and development. The childminder does not currently care for any children with special educational needs and/or disabilities. She understands her responsibilities to work with parents and other agencies to meet the individual needs of children if required.

The childminder has only been minding for a short time and the procedures to monitor and evaluate her practice are in the early stages. In discussion, she is able to identify some areas of her practice that she acknowledges need developing. For example, she would like to enhance the systems for sharing information with parents before they start to benefit the children. This helps to demonstrate that she has a willingness to develop and improve her childminding practice.

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

The childminder supports children's play and is beginning to know them well individually. She has started to observe the children during their play to assess for their next stage of development based on the children's interests and needs. Although, planning systems are not fully embedded. To enable her to cover a wide breadth of activities that is linked to her observation and assessment records following the interests of the children.

All children are helped to feel safe and secure as the childminder is responsive to their needs; this helps them feel secure, comfortable and safe while in her care. Babies' develop confidence in exploring their surroundings and enjoy finding out what they can do. The childminder provides resources that move or make a noise

when touched to stimulate babies to reach out with their arms and legs. They are supported in developing an understanding of shape and space as the childminder brings items of interest to their attention. For example, whilst looking at books with them she points out different objects. Babies' are provided with resources that support their interest in early technology. They thoroughly enjoy moving their bodies to the sounds that are played as they hit the buttons and wait to see what happens. The childminder also supports the babies' developing language skills as she consistently talks to them. She promotes equality and diversity, with a developing range of resources and activities which help children embrace differences, such as, gender, language, culture and disabilities. Furthermore, she is beginning to increase the children's understanding of others within the wider community as she has acknowledged some special dates and festivals such as, Chinese New Year and Mothering Sunday. Children are also developing their awareness of the local community with visits to playgroups, where they play and interact with other children. This contributes to developing children's social skills and provides children with different play experiences.

The childminder ensures that she shares her behaviour management policy with parents to ensure consistent practise between home and her care. The babies' and children are praised for their efforts and achievements developing their confidence and self-esteem. Children's health is promoted as the childminder seeks information regarding any health or dietary needs. The childminder ensures that the meals provided by the parents are appropriately stored to ensure children's health is promoted. They get plenty of fresh air and exercise each day by playing in the garden and develop a range of physical skills, as they play on the small slide or trampoline. In case of emergency, children are familiar with the evacuation procedure, as this is practised with them, as a consequence, children are learning about how to keep themselves safe. However, the details are currently not logged in order to further enhance their safety.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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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