

Inspection report for early years provision

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Inspection date	09/06/2011
Inspector	Helen Penticost
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 has been registered since 2010 and she lives with her husband and young family in Pulborough, West Sussex. The whole of the home is used for childminding purposes where children have access to a lounge, kitchen/dining area and two upstairs bedrooms for sleeping purposes. Access to the first floor can be restricted by the use of a stair gate. Bathroom facilities are located on the ground and first floors. Children have daily opportunities for outdoor play within the secure garden and at local parks. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children and is currently caring for one child in the early years age group. The family have two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where their individual needs are met well and they make good progress overall in their learning and development. The partnership with parents is good and contributes to children's needs being met. The childminder has a strong capacity to maintain continuous improvement and is committed to improving her service for children and families, for example, through the effective use of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop the current system for observation, assessment and planning to ensure that children next steps are effectively planned for
- promote positive attitudes to diversity and difference by developing knowledge and understanding of different cultures.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively as the childminder has good knowledge of her duty to protect children and the procedures to follow. She has devised a portfolio of written policies and procedures that are available to parents. She has completed risk assessments for the entire home and of outings she engages in. All the required permissions are in place, such as emergency medical treatment, outings and who can collect children. Fire evacuation is practiced with the children and a fire log is well maintained.

The childminder is reflective in her work with children and makes good use of self - evaluation to enable her to plan for future improvements and developments. She has identified relevant areas for improvement that will benefit outcomes for children, for example, developing her knowledge and understanding of different cultures to enable her to fully promote diversity. Children attend drop-in sessions such as the childminder groups several times a week, and enjoy a wide selection of experiences, as well as discovering their immediate community.

A good variety of resources are available to stimulate children's interest. The childminder uses a local toy library and rotates the toys and resources to ensure children have access to resources that support their understanding of others. Toys and resources freely available when children arrive and resources are stored in baskets, which children help themselves to. They do this frequently and show high levels of interest in the toys and resources on offer.

Prospective parents receive useful written information on the childminding service to help ensure they are well informed about arrangements for their children's care. She shares information with parents about children's experiences, abilities and interests daily. The childminder takes account of parental views in assessing the effectiveness of her provision by seeking their views. She is clear on the value of liaison with other relevant professionals and with those providing early years education, to ensure that she has a good knowledge of children's individual needs and preferences so that these can be met.

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

The childminder has begun to produce records of children's progress, including photographs of children at play. She records relevant observations of what children can do, which are linked to the different aspects of the areas of learning, as well as highlighting children's next steps in their learning and development. The systems for observation, assessment and planning are in their infancy and the childminder is keen to introduce a system that she feels is fully effective. Children enjoy their time with the childminder and are secure in her care and they show that they feel safe as they approach her for cuddles and reassurance. Children's behaviour is well-managed as the childminder is positive and consistent. She uses lots of praise and encouragement during play, both through the things she says, as well as giving the children her attention and through her tone of voice.

They benefit from her interaction during play, where she chats, explains and asks questions to promote children's learning. They thoroughly enjoy looking at books, their love of which is well-promoted as they regularly sit and listen to stories read by the childminder, as well as looking at the books themselves. A good variety of activities are provided, including regular outings to local groups, as well as to the local parks and farms. Children enjoy playing outside in the garden, where they participate in a range of activities covering the different areas of learning. All of these activities provide learning opportunities that regularly cover the six areas of learning. Children are supported to count, for example, they count the wooden blocks as they build towers and thoroughly enjoy knocking them down. The

childminder encourages children's interest in technology as they learn to operate electronic resources such as the baby walker. Children are rewarded with flashing lights and a musical tune to which they move their bodies to the beat.

Children develop an awareness of the world in which they live as they access resources which portray positive images of diversity. Children develop and understanding of sustainability as they plant seeds and bulbs and tend to them as they grow. The childminder understands the importance of healthy eating and, where necessary, she records details of children's dietary needs and allergies. Children remain healthy and safe because they are cared for in a clean, well-maintained, safe, secure home. This is a harmonious setting where children have positive experiences that foster their wellbeing and develop their skills for their future.

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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met