

Inspection report for early years provision

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Inspection date	06/10/2011
Inspector	Janet Thouless
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 2011. She lives with her husband and young child in East Grinstead, West Sussex. The whole of the childminder's home is used for childminding. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child on a part-time basis in this age group. She also offers care to children aged over five years to 11 years. The provision is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Children in all age ranges share the same facilities. The childminder is happy to take and collect children from the local school and attends several toddler groups on a regular basis. She is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children and their families are welcomed into a friendly, family home environment, where resources are of good quality, overall. The childminder's good knowledge of children's individual needs ensures she successfully promotes children's progress towards the early learning goals in most areas of learning. Strong relationships with parents is a key strength of the provision and is significant in making sure children make good progress in their learning, given their age, ability and starting points. The childminder has a positive attitude towards developing her practice and takes appropriate steps to identify and improve the quality of the service she offers.

What steps need to be taken to improve provision further?

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

- develop children's outdoor play experiences to cover all six areas of learning on a larger scale than indoors, with freedom to explore using all of their senses
- develop further the resources and activities on offer that help children become aware of, explore and question differences in disability and culture

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted and safeguarded through effective safeguarding policies and procedures. The childminder has good knowledge of safeguarding procedures and knows what to do if she has concerns about a child in her care. She has up-to-date contact details should she need to raise any concerns. Written risk assessments and daily visual checks are conducted to identify and minimise hazards, which ensures the home, garden and outings are safe for children. As a result, children are confident to explore and learn in safe and secure indoor and outdoor environments. To enhance safety further, the childminder carries individual identity cards with a photo of each child and their parents' emergency contact details. Written policies are in place, which are shared with parents so they know how the childminder operates within the regulatory framework. The parents express positive views on the childminder's practice through parental questionnaires. For example, they enjoy receiving regular text messages, particularly when their children are new to the setting. The childminder values parents' feedback and quickly acts on comments raised. She provides information about activities planned for the following week so children can fetch in items from home. This contributes to good partnership working and respects children's contributions. The childminder has begun to make effective use of self-evaluation to help her identify her strengths and priorities for future development in order to improve the quality of her provision for all children. For example, she has attended courses on observation, assessment and planning in the Early Years Foundation Stage, and a play-work course for the older children's age group. As a result, the childminder is developing her skills and knowledge in childcare practice.

The childminder is very committed to the children and creates a welcoming home environment where they feel safe and fully included. There is a designated playroom where the childminder has organised the toys and resources to their best advantage to allow children to participate fully. As a result, children's independence and choice are promoted. The childminder provides good opportunities for children to develop their awareness of most areas of diversity through the toys and activities on offer. However, the range of resources and activities provided that promote awareness, exploration and understanding of differences in culture and disability is not fully developed.

The childminder develops very positive relationships with parents. She ensures she knows the culture and background of each child, and this contributes to inclusive practice, meeting their individual needs and providing continuity of care. Through daily conversations and a daily diary, parents are kept informed about their child's day. The childminder goes to great lengths to ensure the settling-in procedures meet the individual needs of children and families. Children are invited to play-sessions before they start to establish relationships with the childminder and interact with other children. As a result, a smooth transition from home to setting is established. The childminder demonstrates a willingness to work with other professionals and has sought guidance from the children's previous childminders to gauge their care needs and stage of development. Therefore, she is able to offer

consistency of care and learning.

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

The childminder has developed close and trusting relationships with the children. Children know they are special through the warm response they receive from the childminder and the good attention and support she provides. Their individual needs and characters are clearly understood and respected by the childminder. As a result, children feel safe, secure and included in all that she offers. The childminder has a good understanding of her role in supporting children's learning through play. She provides many worthwhile play experiences that are age appropriate and interest the children. However, children do not have regular play experiences in the outdoor environment on a larger scale than indoors, which cover all areas of learning, particularly opportunities to explore freely using all of their senses. The childminder has begun to make observations of each child that link to the six areas of learning and development. These enable her to plan some good further opportunities to support their future learning and development.

Children thoroughly enjoy their time with the childminder and their friends. They are well occupied and benefit from a balanced routine that is based around their individual needs. They are engaged by and show high levels of interest in all that they do because they receive constant praise and reassurance. Children's behaviour is good, and they respond well to the high expectations and consistently good example of the childminder. The childminder uses baby-signing to support communication and reinforce all that is being said, and children confidently sign back. Children are beginning to understand the need to share and take turns. For example, children happily share the microphone to sing songs. They show great delight in singing familiar songs and sway happily to the rhythm of the music smiling at each other constantly. They use their imaginations well during role play when they care for baby, dress up as fire fighters, or park vehicles in the toy garage. The childminder promotes language for communication through the use of a treasure box. Children place their hand inside the box and feel for items. They confidently name items such as acorns, fir cones and conkers. The childminder encourages them to explore the texture and shape of such items. As a result, children gain confidence in sharing their thoughts and ideas. The childminder is nurturing children's love of books by reading to them regularly.

Children's awareness of a healthy lifestyle is effectively promoted through the provision of home-cooked, nutritious meals, snacks and drinks. Children enjoy sociable meal times as they sit down to eat and drink; they are learning good table manners and use 'please' and 'thank you'. They ask to use the potty and know to wash their hands after toilet routines. Children use liquid soap and paper towels which helps to reduce the risk of cross-infection. The childminder herself practices good hygiene procedures and is a good role model to the children. The childminder is vigilant in helping children to keep themselves safe, and they discuss and

practise road safety and discuss stranger-danger. This positive approach helps children to achieve independence, manage their own risks and understand the importance of keeping safe. Children are reminded to walk and not run around the home in order to keep themselves and others safe. They are beginning to understand the need to put toys away to prevent trip hazards. Children have many opportunities to participate in physical play, and they enjoy using small and large apparatus in the garden, at local parks and at stay-and-play groups. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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