

Inspection report for early years provision

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Inspection date	31/10/2011
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 registered in 2011. She lives with her child in Horsham, West Sussex. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. The family have a pet hamster and a cat. The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time, of whom, no more than three may be in the early years age range. She is currently minding four children in this age group on a full/part-time basis and she also offers care to children aged over five years to 11 years. The childminder walks to the local school to take and collect children and attends parent/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. The childminder's good knowledge of children's individual needs ensures she successfully promotes children's welfare and learning. The childminder works in close partnership with parents to identify and meet children's individual needs and is mostly developing partnerships with others. 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. Self evaluation is mostly in place to effectively identify and bring about relevant improvements to the provision.

What steps need to be taken to improve provision further?

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

- develop further the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- develop further the systems to work together with other practitioners to support transition and consistency between settings

The effectiveness of leadership and management of the early years provision

Children's welfare and safety is promoted through effective safeguarding policies. The childminder has a good knowledge of safeguarding procedures and knows

what to do if she has concerns about a child in her care. Written risk assessments and visual checks are conducted daily. This identifies and minimises any hazards to help ensure the home, garden and outings are safe for children. As a result, children are confident to explore and learn in a safe and secure indoor and outdoor environment. Written policies 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. For example, they enjoy receiving regular text messages particularly when their children are new to the setting. This contributes to good partnership working. The childminder has begun to make effective use of self-evaluation to help her identify her strengths and priorities for future development to improve the quality of her provision for all children. For example, she has identified the need to add more toys on culture and disability and develop further the children's profiles.

The childminder is very committed to the children she cares for and creates a welcoming home environment where they feel safe and fully included. Most of the resources are organised to their best advantage to allow them to participate fully. For example, most are clearly labelled with both pictures and words enabling children to quickly identify their contents. As a result, children's independence and choice is promoted well. The childminder provides opportunities for children to develop their awareness of all areas of diversity through the toys and activities on offer.

The childminder develops very positive relationships with parents to ensure she knows the culture and background of each child. This contributes to inclusive practice, meeting their individual needs and providing continuity of care. Through daily conversations and the use of a daily diary sheet, parents are kept informed about their child's day. Parents are happy with the service provided. They state 'my children are happy and feel comfortable in my childminder's care' and 'my childminder is happy to follow my children's individual routines'. The childminder has mostly established links with other providers who deliver the early years foundation stage. This helps ensure children receive the support they need and benefit from continuity in their 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. They feel 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. Planning for each child stems from the childminders' observations of their interests, play and achievements, all of which the childminder has begun to record in individual learning journey folders. Children's individual interests are fully encouraged and incorporated easily into the daily planning. For example, when children expressed an interest in transport the childminder provided a range of vehicles, activities,

reference books and a trip to the airport to sustain their interest.

Children thoroughly enjoy their time with the childminder and their friends. They are occupied and benefit from a balanced routine that is based around their individual needs. Younger children happily explore new experiences and demonstrate good levels of interest and involvement. For example, they explore items in containers and smile as they repeatedly push buttons on programmable resources working out that one action has an effect on others. The childminder gives them time to repeatedly practice acquired skills. Older children enjoy construction using a programmable truck to line up dominoes and giggle as they knock them down; they enjoy matching shopping items in a picture lotto to fill their shopping trolley. As very special treat children play golf and tennis on a gaming console developing their skills with modern technology. The childminder is nurturing children's love of books by reading to them regularly. Children are engaged and show high levels of interest in all that they do as they receive constant praise and reassurance. Children's behaviour is good as they respond well to the high expectations and consistently good example of the childminder.

Children are encouraged to adopt healthy lifestyles because the childminder promotes healthy eating, drinking and regular exercise. Water beakers with lids are provided to younger children to promote independence. Children enjoy sociable snack and meal times as they sit down to eat and drink and are learning good table manners as they use "please" and "thank you". Younger children know to use the potty and older children take themselves off to the toilet independently. Children know to wash their hands after toilet routines and use liquid soap and individual hand towels which helps to reduce the spread of infection. The childminder is vigilant in enabling children to keep themselves safe, they discuss and practice road safety and discuss stranger danger. This positive approach enables children to achieve independence, manage their own risk and understand the importance of keeping safe. To enhance safety further the childminder carries a small book which contains parents emergency contact details. Children have opportunities to participate in physical play and enjoy using the large apparatus at local parks. They benefit from many visits in the community to help them learn about their immediate environment. They make friends with other children when they attend activity centres as well as meeting a selection of animals at farms and local parks. Children are clearly happy and they thrive as a result of the childminder's care and they are making good progress in developing skills 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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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