

## Inspection report for early years provision

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| <b>Unique reference number</b> | EY427249        |
| <b>Inspection date</b>         | 05/10/2011      |
| <b>Inspector</b>               | Daphne Prescott |
| <b>Type of setting</b>         | 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 2011. She lives with her husband and three children in Rustington, West Sussex. The downstairs of the house is the main area used for childminding, with toilet and sleep facilities upstairs. Children have access to an enclosed outdoor play area.

The childminder is registered to care for a maximum of five children under eight years, of whom, no more than three may be in the early years age range. When working with an assistant, may care for a maximum of five children under eight years; of these, no more than four may be in the early years age range. There are currently 12 children on roll; of these, two are in the early years age group. Children attend at different times of the week.

The childminder takes children on regular outings to the local park and does regular school runs. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has a dog, cats, rabbits, chickens, four geckos and three hamsters as pets.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder offers a warm and welcoming family environment for children. Overall, she provides a broad range of activities and experiences for the children. The uniqueness of each child is recognised by the childminder and she focuses well on their individual needs. Effective working partnerships with parents ensure the children receive continuity of care. Most of the required documentation is in place to promote and safeguard children's welfare. The childminder shows a real enthusiasm for her work and a strong commitment to continually improve outcomes for children through ongoing reflective practice.

## **What steps need to be taken to improve provision further?**

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

- update the record of risk assessment to include any assessments of risks for all outings and trips
- develop the outdoor environment to further support and develop children's learning opportunities.

## **The effectiveness of leadership and management of the early years provision**

The childminder has a good understanding of child protection and how to safeguard children. She is fully aware of her duty of care to protect children and of the procedure she must follow if she has concerns about their safety and welfare. Children are supervised well by the childminder and she ensures that they are never left unsupervised with adults who have not been vetted for their suitability. The childminder carries out regular safety checks and risk assessments of her home, to ensure that any hazards are eliminated and that children can play safely. She has started to maintain risk assessment for outings, although these do not detail the different types of outings she undertakes with the children. This does not affect children's safety, because the childminder visually carries out risk assessments whilst out in the local community, to identify and minimise obvious safety hazards on all outings. The childminder implements a wide range of policies and procedures to ensure that children are safe and well cared for. Such information is also shared with parents, ensuring they are fully informed of the care their children receive.

The childminder's home is welcoming to all children and their families. Space is organised effectively to allow the children to move safely and freely and help themselves to a wide range of toys and resources. Children have a real sense of belonging, due to the childminder's extremely warm and caring nature. Their individual needs and characters are clearly understood and respected by the childminder. For example, she truly values and supports children's home language by using key words from home and by introducing visual aids to help with communication.

The childminder has established good working relationships with parents to ensure children receive individualised care and education. She effectively promotes inclusive practice, so that all children have their welfare needs met with care and kindness. For example, the childminder ensures that she obtains all the relevant information from parents about their child's individual likes and interests. She has a professional, well organised portfolio which she shows to parents; she recognises the importance of this documentation in making parents fully aware of her background and working practice. Parents have regular opportunities to discuss all aspects of their children's care and learning with the childminder. She fully understands the importance of liaising with other settings that the children may also attend to make sure there is a cohesive approach to their learning and development. The childminder also understands her responsibilities to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities. Parents' and children's comments on the childminder's practice are positive; they are very happy with the care and activities provided.

This is the childminder's first inspection since registration, and she has worked hard to develop her service. The childminder effectively evaluates the quality of the provision she offers, and is continually improving outcomes for all children.

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

Children are settled and happy in the care of the childminder, and obviously enjoy their play and learning. The childminder observes and notes children's progress, and this information is used to identify next steps in their individual learning journey. She also uses photos and samples of the children's art work, to support her evidence on how they are progressing and enjoying their activities.

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 smile together and they look to her for encouragement and reassurance, reflecting that they feel safe and comfortable in her care. The childminder also supports the babies' developing language skills, as she consistently talks to them. They respond well to her and use gestures and sounds to communicate their wants and needs. The childminder takes the children on regular outings, to help extend their learning and development. For example, they visit the local parks, where children develop their physical skills. However, outdoor play in the childminder's garden is not fully utilised to offer children an extended range of opportunities in relation to the six areas of learning. The childminder helps set the foundation for children's future life skills through the many activities that support their numeracy, reading and writing skills. They draw with chalks, which develops their early writing skills. Children have a lovely time, enjoying a range of creative activities including hand painting, role play and cooking. There is positive imagery within play resources to promote equality and diversity, with a developing range of resources and activities which help children embrace differences, such as gender, language, culture and disabilities.

A high priority is given to developing children's awareness of keeping themselves safe and healthy. The childminder demonstrates how she talks to the children about road safety when they are on outings, helping them to learn about the importance of keeping themselves safe. The childminder demonstrates how she teaches the children to learn about hand washing and know why it is important to wash their hands after handling the family pets. The regular use of the garden, outings and walks ensure children have daily access to fresh air and exercise. The childminder talks to the children about what is healthy to eat and provides fresh fruit and vegetables daily. Parents provide their babies' meals and she makes sure they are stored in the refrigerator and reheated appropriately. The childminder demonstrates how she manages children's behaviour effectively. She encourages children to share and be kind to each other, which is helping to develop their understanding of developing positive relationships and respecting others. The childminder ensures that children are given lots of praise and encouragement for their efforts and achievements, which thoroughly promotes their self-esteem and confidence.

## 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

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|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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

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|------------------------------------------------------------------|---|
| 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

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|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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**

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|---------------------------------------------------------------------------------------------------|-----|
| 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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