

Inspection report for early years provision

Unique reference number	155515
Inspection date	07/07/2011
Inspector	Christopher Mackinnon

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2001. She lives with her two school age children in the Tarring area of Worthing, West Sussex. The childminder has a level four childcare qualification. All of the ground floor and an upstairs room are used for childminding, a dedicated children's playroom is provided. Children have access to an enclosed garden for outdoor activities.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of five children may attend at any one time; of these, three may be in the early years age range. The childminder currently has seven children on roll, three are in the early years age range. The childminder regularly visits nearby children's play areas and places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is an experienced child carer, who successfully promotes children's development. Children have access to a highly organised play environment and enjoy a well focused range of activities to support their achievement. The childminder's organisation of observation and assessment is exemplary and children make excellent progress with their learning. The childminder maintains close links with parents and other carers. She is currently widening her use of self-evaluation, to promote improvement.

What steps need to be taken to improve provision further?

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

- increase the use of self-evaluation, to more clearly identify areas for development and promote continuous improvement

The effectiveness of leadership and management of the early years provision

The childminder is a well established provider. She has been registered for over ten years and presents a well organised play programme for children over a range of ages. The childminder makes effective use of her training and experience to successfully manage her childminding practice. Safeguarding is consistently organised within her setting, with well maintained records and good safety procedures. A detailed range of risk assessments help to ensure children are kept from harm. The childminder has recently updated her child protection training and has clearly presented safeguarding policies and guidance in place.

The childminder supports continuous improvement. She has introduced several new elements into her play programme, in particular, her outdoor play area and the provision of wider opportunities for visual learning and physical challenges. The childminder is aware of the need for self-evaluation. She is currently working to develop more focused self-appraisal systems, which is the main area for improvement within her practice.

An outstanding aspect of the childminder's provision is her presentation of a highly stimulating and attractive play environment. She has established a dedicated play and learning area within her home; this provides children with excellent opportunities to explore play materials and enjoy child-led learning. Children have access to a rich and abundant supply of play resources. They are able to easily choose books, build with assembly systems and successfully engage in a wide variety of role-play. There are many strong visual learning elements. An excellent feature within the range of resources are well stocked book bags that engage children's interest and promote their play.

The childminder has experience of working with disabilities and is able to support children's care and welfare plans. The childminder maintains a positive approach to the presentation of diversity within her play programme. She introduces diversity based resources and plans a range of cultural festivals and celebrations throughout the year.

The childminder has established a good partnership with other carers. She is in close contact with a local pre-school and nearby junior school. She successfully shares development information with children's key staff and is fully supportive of older children during their transition to school. The childminder also enjoys close and long lasting relationships with parents. She has an effective range of links in place to ensure parents are involved and receive continued support. These links include the use of daily home books and frequent opportunities at assessment time for parents to comment on their children's learning progress. The childminder also organises regular questionnaires and newsletters for parents.

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

The childminder makes excellent use of planned learning to successfully help children achieve. She shows considerable confidence in her organisation of focussed learning activities. She bases all her planning clearly on the individual child's next steps, which she identifies from the detailed monthly assessments she completes. The childminder's highly organised system shows a clear awareness of the importance of promoting ways forward in children's learning, this is an outstanding aspect of her practice. The childminder has highly organised and effective methods in place to observe and monitor children progress. An excellent tracker book system follows their progress through the early years learning stages. Each child is also allocated a detailed learning journey folder. Good use is made off daily record books to note development and make links with parents.

The childminder takes effective steps to ensure individual children progress and develop. She is highly successful in supporting individual children's achievements. Through close monitoring and effective information gathering she is able to ensure children make progress across their learning gaps. The childminder shows considerable skill and confidence with teaching and extending children's learning. Excellent use is made of questioning techniques to help children expand their experiences and achieve across all the six areas of learning. Children learn about measuring and sizes and explore colours and say the names of different fruits during cookery activities. The childminder has experience of working with different ages. She shows excellent confidence and skill in promoting children's language and use of words. She demonstrates a strong awareness of children's need to develop their own play, through exploring resources and using a rich and engaging play environment.

The childminder consistently organises and promotes children's sense of feeling safe and comfortable in the play setting. Considerable care is taken when children first commence their placement with the childminder, to ensure they settle and feel at home. A wide range of well maintained safety precautions are in place in the home. The childminder has built up considerable experience over her years of childminding, to enable her to positively promote children's personal and social development. Children are successfully helped with learning about their feelings; for example, through activities using Mr Men dolls and books. Children's appreciation of others and their ability to share and take turns is confidently promoted.

The childminder is consistent in her support of children's healthy growth and development. Clear notes are kept daily on individual children's care and welfare needs; developing personal independence also forms part of their learning. A good range of healthy foods and snacks are provided and children are encouraged to help with food preparation. The promotion of children's physical development is a strong and prominent feature of the play programme. Active role play games and expressive play sessions are encouraged. The childminder provides children with free flow play opportunities from the main play room to a well resourced back garden play area. Here children can enjoy a wide range of activities and learning, which include physical challenge, tactile elements and a children's garden area.

The highly successful range of learning activities provided compliment and fully support children's skills for future learning. Children's communication and language is highly featured and strongly promoted. Through frequent use of books to promote learning, children show confidence in following narrative and enjoy seeing what happens next. Problem solving and numeracy is excellently promoted during many activities that involve assembly challenges and joining materials. Children successfully learn about numbers and explore concepts such as half-full and full-up. The childminder works consistently to encourage children's creative development. Highly effective and well planned painting and printmaking sessions take place; children explore colours and use sponges or other items to make pictures of trees, flowers and many other things they recognise from their developing knowledge of the wider world.

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	1
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
--	---

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	1
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	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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