

Inspection report for early years provision

Unique reference number	EY427992
Inspection date	10/11/2011
Inspector	Teresa Elkington

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 and she lives with her husband and two young daughters in Crawley, West Sussex. The family owns a cat. Childminding takes place from the family home which is a town house situated near the town centre and railway station. The whole of the home is used for childminding purposes where children have access to all levels under the supervision of the childminder. Areas available for children are a large lounge, play room, and second floor bedroom. Access to all stairwells is restricted by the use of stair gates. Bathroom facilities are located on the ground and second 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 also to provide overnight care of one child under the age of eight years. Currently there are two children in the early years age group, who attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is respected and valued by a caring childminder who is supportive of children's care and overall developmental progress. Systems to promote children's safety and well-being are exemplary. Effective partnerships have been established to promote consistency of care for all children. The childminder has a positive attitude in respect of her professional development. She works hard to enhance her current practices through ongoing self evaluation, demonstrating her capacity to maintain continuous improvement for the service that she provides.

What steps need to be taken to improve provision further?

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

- provide a range of natural resources for children to explore and investigate.

The effectiveness of leadership and management of the early years provision

The childminder has an excellent understanding of her role in safeguarding and has comprehensive policies and procedures in place in support of this area of her work. All regulatory requirements are in place and followed meticulously. Comprehensive systems are in place to enable children to feel safe and secure within the home and when out and about. The childminder places high emphasis on children's health and well being. She employs rigorous hygienic working

practices and shows an excellent understanding of how to manage accidents and illness.

The childminder is proactive in developing her provision and driving improvement through the use of reflective practice. She values ongoing training in order to extend her knowledge and professional development. The childminder talks with enthusiasm when discussing the experiences and learning she has achieved and how these have embedded her work with young children. Space is well organised to allow children to move freely within the identified areas available for their use. They have access to a wealth of good quality man-made play resources, which are supportive of their age and stages of development. However, children do not have access to natural media to develop their understating of a variety of textures and encourage their skills of exploration. The childminder provides an inclusive and welcoming environment for all children and their families. She has an acute awareness of children's individual needs and works hard to plan appropriate activities and play experiences to nurture and develop each child's individual growing needs. The childminder encourages children's appreciation of diversity and helps them to develop a positive view of their own traditions and their wider world, through a range of resources, activities and ongoing discussions.

The childminder fosters good relationships with parents. Comprehensive policies and procedures are provided for parents, which provide a clear and understandable insight to the operations of the service and the roles and responsibilities of the childminder. Effective communication systems enable parents to be fully informed as to their children's welfare and their ongoing development. For example, through the use of daily diary, verbal feedback and regular discussion and input into learning profiles. The childminder values and fosters working relationships with other providers of care, enabling a cohesive approach to learning.

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

Children thrive and progress well within a relaxed, homely environment where they benefit from very close relationships with the childminder, which enables them to feel safe. The childminder encourages children to lead their own play, which she supports well, as she plays alongside them, promoting and enhancing the use of early communication skills and encouraging new learning experiences. This allows children to follow their natural interests and desires which impacts on their play and enjoyment. The childminder makes relevant observations of the children's progress and links them to the six different areas of learning. She uses her assessments to identify the next steps that each child needs to take in order to make continuous progress; however, these are not used effectively in leading future planning. Observational records are openly shared with children's parents and carers and are used to inform discussions about their progress to date.

Children develop a high understanding of the importance of healthy living and good hygiene practices. Children enjoy a range of freshly prepared wholesome and

nutritious meals and snacks, which are reflective of their individual dietary needs and requirements. Good personal hygiene practices are established through gentle reminders from the childminder and as they see posters highlighting the rules to good hand washing through words and pictures and as they use their own colour coded towels for hand drying. Children's awareness for their own safety is expertly reinforced by the childminder as she uses fun and innovative ways to raise their understanding of the importance of keeping safe. For example, children's understanding of road safety is further enhanced through activities within the home and pictorial references on display boards.

Children enjoy a daily programme of outside activities, they participate in daily walks within the local community, play times in the well resourced garden and visits to local parks. Excellent support is given to help embed the newly acquired skills of children taking their first steps, which is received with praise and encouragement from the childminder. In addition to these outdoor pursuits, children enjoy a carefully balanced range of community based activities with the childminder. For example, weekly attendance at child based activities, introduces children to a bigger peer group and helps to encourage social skills. Children's behaviour is fully supported through the positive role model provided by the childminder and her calm, caring and consistent approach.

Children enjoy a variety of activities which contributes to all areas of their learning and promotes skills for their future. Children's use of books is nurtured through regular visits to the library and through animated story times with the childminder. Their awareness of sounds is enhanced as they explore and use a range of musical instruments. Children's imaginations and fantasies are well supported through the use of a range of dressing up clothes and role play materials. Mathematical concepts are further encouraged through the use of games and through their daily routines and play, for example, as they sort balls of one colour into bowls and as they count objects. Early mark making skills are encouraged as children freely access and use a variety of writing materials, for example paper, pencils, chunky crayons and water based drawing equipment to support the early development of young children. Children have access to a range of programmable toys which encourages their use of technological equipment from an early age.

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	1
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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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	1
The extent to which children adopt healthy lifestyles	1
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