

## Inspection report for early years provision

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<b>Unique reference number</b>	114573
<b>Inspection date</b>	24/06/2009
<b>Inspector</b>	Kerry Iden
<b>Type of setting</b>	Childminder

## 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.

## **Description of the childminding**

The childminder has been registered since 1993. She lives with her partner and two children in a house in Worthing. The whole of the ground floor of the property is used for childminding. There is a fully enclosed garden available for outside play. The family have pet guinea pigs and chickens, which are housed in the garden.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under the age of eight years of whom no more than three may be in the early years age group. The childminder is currently caring for a total of 11 children, six of whom are in the early years age group, children attend on a full time and part time basis.

The childminder has completed the NVQ level 3 in children's care learning and development and first aid qualifications. She is a member of the National Childminding Association and is a member of the local childminding network.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is outstanding. Children are extremely happy and well settled with a childminder who provides first class childcare. The childminder organises and supplies the children with appropriate activities, toys and equipment and experiences that fully promote all six areas of learning and is skilled in challenging the children further. The childminder's clear understanding of all their individual needs ensures every child has a happy and fulfilling time whilst in the setting and unbeknown to them are learning and making great strides in their development towards the early learning goals.

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

To further improve the high quality early years provision the registered person should consider:

- further enhancing the current self evaluation systems to link in with all areas of the Early Years Foundation Stage.

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

The childminder shows a huge commitment to her chosen work and has enthusiastically embraced the changes since the implementation of the Early Years Foundation Stage. All aspects of the childminder's service are of an exceptional standard as the childminder herself strives for perfection. She has increased her knowledge through short courses and working within the network and formalising this as she has gained her NVQ level 3 qualification. The extensive documentation in place fully supports the smooth running of the setting and the policies written by

the childminder truly reflect the practice. The childminder is able to evaluate her service and identify any gaps, addressing these immediately, although the current formal system for evaluation does not link to the Early Years Foundation Stage.

Ratios are adhered to at all times and children are very well safeguarded as they are never left alone with un-vetted people. The childminder has undertaken safeguarding training and has a clear understanding of the procedures to follow should she have concerns about children's welfare. This is further promoted with clear emergency plans in place and strict policies around the collection of children.

The childminder highly promotes partnership working with parents and others caring for children under the Early Years Foundation Stage. This is also extended by seeking the views of the children in the setting as they post their ideas into the idea box of different things they would like to see within the provision. Parents are consulted about all aspects of the childminder's service through questionnaires and are asked to contribute towards the children's learning through the systems in place within the development records. The parents receive detailed written daily information tailored to their individual needs to ensure vital information is not missed through the daily verbal exchange of information. Through these systems and the discussions and sharing of developmental information with other settings the children are attending, the childminder fully promotes a partnership approach where the child's individual needs for their care and education are at the forefront for all concerned.

## **The quality and standards of the early years provision**

Children are cared for in an environment that is welcoming, exhilarating and vibrant, they can see they are valued for their efforts with their work and photographs adorning the walls. The dining room has been transformed into a dedicated play area with extensive resources. The play equipment is so varied and of exceptional quality, the children have access to so much natural resources and inspirational ideas such as bangle trees, fantastic fabric boxes to inspire the children's imagination and wonderful treasure baskets full of ever changing treasures for babies and young children to explore. The environment is not only stimulating and exciting, but also enabling, allowing the children to become independent in their chosen play, therefore, building their confidence. Children are totally relaxed in their surroundings, they display high levels of confidence and ownership of the childminder's house as they make decisions about their play. Children are making massive strides in their progress mainly due to the expert style of questioning the childminder uses. She fully encourages the children to find out for themselves as she encourages exploration and investigation in all they do, the children become excited at their findings and are proud of their efforts. The interaction between the children is wonderfully warm, affectionate and almost sibling like. Older children show a great interest in the younger ones wanting to care for them, giving cuddles and helping the childminder with routine activities such as feeding.

Children are developing very well in their language and communication skills. The childminder encourages the children to think for themselves and challenges each

child's thinking depending upon individual capabilities. The children demonstrate high levels of confidence and are very articulate having very meaningful conversations throughout the day between themselves and with the childminder. Through good eye contact, interaction and babbling conversations the baby is included in the discussions with the childminder and the other children. The childminder challenges the children's listening skills as she communicates in whispers as they collectively hide from the guinea pig as they wait for it to come out to find the food the children have put in its cage.

The childminder has an excellent awareness of how many activities successfully cover many areas of learning. The childminder is incredibly strong in promoting all aspects of knowledge and understanding of the world but also successfully links other areas within given activities. For example, through planting seeds in pots in the garden the children explore and investigate the feel of the soil and how long it takes for the water to drain through one, two and then three plant pots. They independently write their names on their plant labels and discuss the number of seeds they should plant whilst still allowing enough room to grow. This is extended through the many other planting activities the children become involved in as they watch things growing in the poly tunnel, tasting the freshly picked chives, collect eggs from the chickens and regularly visit the childminder's allotment where they measure the potatoes and develop an excellent understanding of a huge variety of fruit and vegetables. The childminder ensures all activities are totally inclusive to all children as young babies become involved by crawling through the soil, feeling the different texture and squeezing the soil between their fingers.

The children are actively involved in the arrangements for food within the setting, as they contribute their ideas to the snack and dinner menus. The interactive dinner menu in place encourages children to become positively involved in food as they make their own pizzas or have pasta self-selection meals where children choose their toppings. The childminder fully promotes a healthy lifestyle by encouraging children at lunchtime to eat items from their cold box first and disguising extra vegetables within dinners. Meal times are a very sociable, inclusive occasion where all children and babies sit together and basic table manners are encouraged as are children's independence skills.

The childminder successfully plans for the children to ensure they are making great progress towards the early learning goals and has clear systems in place for the immediate, mid term and long term planning for her setting. The children too are actively involved in planning within the setting as the childminder fully promotes a child inspired environment allowing for her planning to be very flexible. The fully interactive photographic timeline allows children to become involved in the planning for the day's events. All children discuss who is in the setting each day and the regular parts of the day such as meal times. They can then select from many laminated photographs of themselves carrying out a huge variety of activities, different things they would like to do each day. The childminder has implemented an extensive folder for each child in the early years age group to record their development towards the early learning goals. The children have real ownership of these documents and proudly show the inspector all the work in the folder and chat about the photographs, recounting the activities they have been involved in. The development records include clear, detailed observations of the

children in their chosen play, how they link to the Early Years Foundation Stage and the proposed next steps in each child's individual development. Key persons from other settings the children attend and their parents are all fully involved in these records which adds to the exceptionally high quality of care and education that the children receive, which gives them an excellent start and promotes positive outcomes.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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