

Inspection report for early years provision

Unique reference number	EY392885
Inspection date	20/01/2010
Inspector	Daphne Prescott

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 was registered in 2009. She lives with her partner and one child in Worthing, West Sussex. Part of the childminder's ground floor flat is used for childminding and there is access to a garden for outside play.

The childminder is registered to care for a maximum of five children aged under eight years at any one time, two children may be within the early years age group. There are currently five children on roll, of these four are in the early years age group and they attend at different times of the week. She also works with an assistant.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family have no pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and nurturing environment for all children and their families. The effective relationships between parents and the childminder ensure their child's individual needs are well met. Children are making good progress in their learning and development; this is as a result of the childminder's enthusiasm for providing good childcare. They enjoy a wide range of fun activities to support their learning and development. The childminder is aware of her strengths and areas for improvement, although the systems for evaluating her childminding service are in their early infancy.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure parental permission is requested, at the time of admission to the provision, for the seeking of any necessary medical advice or treatment in the future (Safeguarding and promoting children's welfare) 27/01/2010

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

- further develop systems for observing children's progress to ensure the next steps in their learning are identified and used in planning to promote learning
- further develop links with other settings that children attend to share relevant information for continuity and coherence in their learning and development
- develop the system for monitoring and evaluating the continued quality of the provision, for example, through self-evaluation.

The effectiveness of leadership and management of the early years provision

The childminder has made her home welcoming for children. She gives paramount importance to safeguarding the welfare of all the children in her care. The childminder demonstrates a good understanding of child protection issues and procedures to follow should she have any concerns. This is supported by a clear, written safeguarding children policy which is shared with parents. Children are further protected because all adult household members have had a criminal record check and visitors are required to sign the visitor's book. Risk assessments are carried out for the premises and outings to identify and minimise possible safety hazards. Most of the required documentation is in place to meet all of the children's needs and to ensure the safe and efficient management of the provision. However, a record of the necessary emergency consent is not in place for all the children. This is a specific legal requirement. This does not affect the care on offer to the children as the childminder holds a valid first aid certificate to enable her to deal appropriately with any accidents, which helps maintain children's well-being.

The childminder provides an inclusive environment where children feel valued as individuals. For example, she knows the children well and responds to them in a positive manner. She is good at interpreting their babble and recognises their individual signs for when they are tired or hungry. The childminder fully understands her responsibilities to work with parents and other agencies to meet the needs of children with special educational needs and/or disabilities. She uses the available space within her home effectively to care for minded children. They are encouraged to become independent learners, for example, helping themselves to toys displayed on child sized tables and on the floor.

The partnership with parents is good, as the childminder recognises the value to the children of forming effective relationships to ensure the care provided is suitable and consistent. Children's individual welfare and starting points are discussed with parents. The childminder ensures that she maintains a two-way flow of information sharing to promote continuity of care and learning. She is beginning to evaluate the childminding service she provides and she recognises the need to develop this further. She is aware of her strengths and areas for development. For example, she is keen to make links with the pre-school that the children attend to exchange information to ensure continuity of children's learning and development. Given the current good practice and enthusiasm of this childminder, she has a good capacity to improve.

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

Children enjoy warm and caring relationships with the childminder. They clearly feel settled in the childminders family home, showing a strong sense of security. Children demonstrate this as they confidently approach her for comfort and cuddles. They benefit from the constant and positive interaction with the childminder who values them as individuals and spends her time directly with them

as they play. The childminder supports children's play and gets to know them well individually. She is beginning to observe the children during their play to assess and plan for their next stage of development based on the children's interests and needs. She is developing her skills for planning and assessing children's progress, although this is in the early stages.

The childminder's good understanding of the six areas of learning, and how to incorporate them all into her provision, means that children enjoy fun and stimulating play experiences that enable them to make good progress in their learning. Furthermore, she provides children with a good foundation for developing skills for the future. For example, she enthusiastically encourages their pleasure in looking at books. Younger children thoroughly enjoy sitting with her as she reads to them to help extend their speaking and listening skills. They are beginning to problem solve with, for example, posting shapes, turning the pieces round until they fit properly. Younger children are beginning to show an understanding of technology as they press buttons on interactive toys. They are being creative and use their imagination as they enjoy a variety of art and craft activities, such as painting and sticking. Children have daily opportunities for fresh air and exercise as they play in the small enclosed outdoor area. They are also increasing their physical skills as they play with soft balls indoors. Children are beginning to learn about the world in which they live, for instance, as they play with a range of multicultural resources and celebrate a variety of festivals, such as Christmas and Chinese New Year.

The childminder promotes children's good health and well-being, and takes the necessary steps to prevent the spread of infection. Clear procedures for dealing with sickness protect children from infectious diseases wherever possible, and enable the childminder to minimise the spread of infections. The childminder's home is clean and well maintained and children are taught good hygiene routines throughout the day. Children benefit from nutritious home prepared and cooked meals that encourage healthy eating. They sit comfortably at the child sized table at mealtimes and thoroughly enjoy their snack. The childminder regularly provides praise and encouragement to children. This supports children in feeling good about themselves and, as a result, develops their self-esteem and confidence. The childminder encourages children to learn how to keep themselves safe. For example, they take part in regular evacuation drills from the home to enable them to become familiar with the process in the event of an emergency and learn about road safety while out walking in the local community.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met