

Inspection report for early years provision

Unique reference number	EY369171
Inspection date	13/11/2008
Inspector	Jenny Howell
Type of setting	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 was registered in 2008. She lives with her husband and two children, aged two and four years, in a residential area of Chelmsford, Essex. All areas of the premises are used for childminding and there is a fully enclosed garden available for outside play. The setting is accessed via a small step, with bathroom facilities upstairs.

The childminder is registered on both the Early Years and Compulsory parts of the Childcare Register. The childminder is registered to provide care for four children at any one time and is currently providing part-time care for one child. She walks or drives to the local pre-school and schools to take and collect children. The family has a dog and cat.

Overall effectiveness of the early years provision

The setting is very effective in meeting the needs of all children, through recognising them as unique individuals. Children make very good progress in their learning and development, through the good range of opportunities and activities which are provided. Children's welfare is effectively promoted by good organisation and well-established routines. The childminder has an informal self-evaluation process in place which helps to ensure that children's needs are identified and met. Good relationships between children, parents and carers help to ensure that children feel safe, welcome and confident as they play and learn.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation process in order to support continuous improvement
- develop activities which will help children to learn about their own culture and beliefs and those of others.

The leadership and management of the early years provision

The careful maintenance of all the required records helps to ensure the safe and efficient care of children. Records are up to date and contain all the information the childminder needs in order to meet children's individual needs. The childminder is well qualified and attends further training in order to refresh and develop her skills. A well-organised and child-centred environment effectively helps to support children's play and learning. Very good use is made of the available environment and resources, with especially good opportunities provided in the garden for children to explore and investigate. The childminder is able to identify strengths and areas for development and is keen to learn and improve. However, this has not yet been developed into a more formal process of self-evaluation. Effective

risk assessments of all areas of the home, as well as of trips and outings, successfully help the childminder to identify and minimise hazards to children. As a result of this, children play in a safe and secure environment, with a childminder who has a good awareness of potential dangers. The childminder has established links with other settings, who share the care of children with her, in order to share relevant information and ensure continuity. Good relationships with parents help to ensure that the childminder gets to know children well and as a result can care for them as individuals, according to their unique needs, interests and personalities.

The quality and standards of the early years provision

Learning is very well supported. The childminder has a good understanding of the Early Years Foundation Stage and how to help children to make progress. She regularly records observations of what children can do and uses this information to plan activities which will help them to learn, through activities which interest and engage them. Children are very well supported in becoming active, independent learners. The childminder is skilled in following children's interests and providing activities which will build on these. This results in children, with inquisitive minds that are engrossed in play and learning, making good progress towards the early learning goals.

The learning environment supports active learning, with toys and resources easily available to children and bright labels used to help children locate items as well as helping them to learn that print carries meaning. Imaginative use is made of the garden. Children enjoy learning in the fresh air as they build bridges over the pretend river, dig for treasure and grow their own herbs, fruits and vegetables. Children have good opportunities to learn about the world around them and resources support them in learning about difference and diversity. However, this has not yet been developed to include a full range of activities which will help children to learn about their own culture and beliefs and those of others.

The emphasis on following children's interests means that children are engrossed in play for extended periods and are able to lead their own play, making suggestions and finding the toys which will support them. This results in children who are extremely active and independent learners. Children play very well together. They are able to share resources and work as a team to solve problems and develop ideas further. Parents are kept involved in their children's development through the effective use of a daily diary. This not only details everyday activities such as snacks and meals but also lets them know what children have enjoyed doing and the progress they have made. Parents are encouraged to share as much information as possible about children and spend considerable time with the childminder to ensure that everything can be discussed before care commences.

Effective steps are taken to keep children safe. Children learn about personal, and road safety as they are out and about, talking about how to cross roads safely and learn how to use toys and equipment safely at home. Children also learn how to keep themselves healthy. They have regular opportunities to exercise as they play in the garden, visit the park and go swimming. They also learn about good hygiene as they wash their hands before eating and after playing in the garden. Effective

procedures help the childminder ensure that she helps children to stay healthy. For example, by ensuring that pets are kept clean and up to date with relevant vaccinations and treatments and by cleaning toys on a regular basis. The childminder provides freshly prepared snacks and meals each day, with children enjoying a good range of fresh fruit and vegetables. The childminder has a good understanding of child protection procedures and works well with parents to ensure that children's welfare is promoted.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.