

Inspection report for early years provision

Unique reference number	590144
Inspection date	09/12/2008
Inspector	Lynn Amelia Hartigan
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 2001. She lives with her adult son in Tiptree, Essex. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. Access to the childminder's home is via a low step. The family have a dog as a pet. The childminder is registered to care for six children at any one time. There are currently four children attending who are within the Early Years Foundation Stage (EYFS) years. The childminder also offers care to four children aged over five years. This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder drives to the local school to take and collect children. She attends the local parent and toddler group, regularly visits the library and the park. The childminder has regular links with other local childminders.

Overall effectiveness of the early years provision

Children progress well in their learning and development as they are provided with good quality learning opportunities in an inclusive, child friendly and fun environment. Information gathered from their parents ensures the childminder can effectively meet the children's individual needs and personal requirements. Children are valued and their contributions, as a result they are extremely confident and relaxed in the childminder's care. They have formed a good relationship with the childminder and other children attending. All children are encouraged and supported to participate in all the activities offered. The childminder has a positive attitude towards continuous improvement, however systems to evaluate the early years provision are in the early stages of development.

What steps need to be taken to improve provision further?

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

- develop the process of self-evaluation to ensure strengths and weakness of the early years provision are identified
- develop the use of observations and assessments and use these to identify learning priorities and plan relevant learning experiences for each child
- update safeguarding training in order to safeguard and promote the welfare of children.

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

- request written permission from parents for seeking emergency medical advice or treatment.(Safeguarding and Promoting Children's Welfare).

30/12/2008

The leadership and management of the early years provision

Children are cared for by a childminder who has a good understanding of the Early Years Foundation Stage (EYFS) to effectively promotes their learning, development and welfare. The childminder has completed some recent training and the childminder liaises with other childminders for support, to ensure she is up-to-date with childcare practices. A good range of written, informed policies and procedures are effectively implemented in practice, to ensure children's well-being and safety. These are available to the parents when their children first attend. Some useful information for parents is also displayed within the home. The childminder encourages good working practices with the parents and informs them verbally on a daily basis of their child's learning achievements. Parents are very supportive of the childminder and written references express their appreciation with regard to the standard of care their children receive.

Some basic observations and photographic evidence are also offered to the parents. This is an effective way to document and share the children's development, however these could be more detailed and used effectively to inform the children's next steps of learning. Children receive good attention as the childminder works with an appropriate number of children at any one time, enabling her to give good supervision and care.

Children are effectively protected from harm as the childminder demonstrates a satisfactory understanding with regard to safeguarding children. Completion of safeguarding training will ensure that the childminder is fully up-to-date with current practices. She is comfortable and secure with the procedure to follow should she have concerns regarding a child's well-being. Thorough vetting procedures are in place to ensure children are cared for by suitable people. The childminder demonstrates a positive attitude towards continuous improvement, however a self-evaluation process for the provision is not yet fully developed.

The childminder is committed to promoting inclusive practice and has good written policies with regard to equality and diversity. Some good resources that promote positive images are available to the children.

The quality and standards of the early years provision

Children's learning, development and welfare is promoted effectively by the childminder enabling them to make good progress towards the early learning goals. Some good activities are planned and adult-led, however the childminder encourages and supports child initiated ideas. For example, children enjoy painting Christmas pictures, but are fascinated at the changing colours when the paint is mixed together. They excitedly paint their hands mixing the colours, they have fun matching the paint lids to the pots. The childminder is on hand and supports their play and ideas. Children play in a very welcoming and child-friendly environment. They have a good play space indoors with a dedicated playroom. Their art work, photographs and posters are displayed within the home creating a sense of

belonging. The children have all completed beautiful paintings on canvas and these take pride of place in the playroom. Children are able to safely make choices with regard to the toys and resources as a good range of well-presented toys are available to them. The childminder has a flexible weekly plan which may include visits to the local toddler group and daily visits to the park. Children have many opportunities to explore the outdoor environment as outings are regularly planned, such as, trips to the local beach, zoo or Papermill lock where they have great fun helping the lock keeper.

Children are beginning to learn about keeping themselves safe as the childminder explains about the consequences of their actions. For example, children are reminded why they should sit on chairs properly. They are encouraged to make healthy choices when choosing a snack, a fruit bowl is available to them throughout the day and they are encouraged to sit at the table for meals. Children have an understanding about personal hygiene and are encouraged to wash their hands before snack and when using the bathroom, tissues are offered for runny noses. Parental involvement is encouraged with regard to the children's learning and development and the children's interest and starting points are discussed when minding commences. The childminder is in the early stages of developing observation and development records for the children in her care. These are all shared with the parents along with examples of the children's art work and photographs.

Children are cared for in a fully inclusive environment where every child is valued and respected. They are confident and secure within the setting and they have a good understanding of the childminders positive approach to behaviour management. Children are congratulated and praised for their efforts and enjoy lots of hugs and cuddles with the childminder, they are clearly comfortable within the setting. The childminder understands that some children may require additional support and actively seeks information and advice to ensure they are fully involved in the activities provided. Children are beginning to have a basic understanding of diversity as the childminder encourages simple conversations regarding everyone's individuality. Basic numeracy skills are encouraged. For example, young children enjoy matching and finding the appropriate number on an advent calendar, enjoying the chocolate reward.

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.	3

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?	3
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?	3
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 the last inspection. 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.

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