

Inspection report for early years provision

Unique reference number	402407
Inspection date	06/01/2009
Inspector	Janette Elaina Lockwood
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 1997. She lives with her husband and two children aged six and 11 in Galleywood, Essex. The whole of the ground and first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. There is level access leading up to the property.

The childminder is registered to care for a maximum of five children at any one time and is currently minding five children in the early years age range and two children aged over five years. In addition, she minds two children over eight years of age. She has two registered assistants. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register.

The childminder drives to the local nursery and school to take and collect children. She regularly attends the local childminders' and parent, carers' and toddlers' groups with children. She takes children to the park, the shops, the library and local educational facilities. The family has a hamster.

The childminder is a member of the National Childminding Association. She is a member of an approved childminding network and is currently in receipt of funding for nursery education for three- and four-year-olds.

Overall effectiveness of the early years provision

The childminder provides inclusive practice in her setting valuing children's individual needs, incorporating their own interests and information given by parents. This ensures there is good overall effectiveness in their care, learning and play throughout the Early Years Foundation Stage.

There is evidence of a high commitment to maintain continuous improvement through seeking training and information in order to keep abreast of current childcare issues and provide a quality service. The childminder understands the importance of self-evaluation to reflect and identify areas for improvement and shows enthusiasm for her role.

What steps need to be taken to improve provision further?

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

- take reasonable steps to ensure that hazards to children are kept to a minimum (this refers to the playhouse in the garden).

The leadership and management of the early years provision

The provision is led and managed effectively and organisation is good as the childminder has familiarised herself well with all the requirements of the Early Years Foundation Stage. She has a clear understanding of the children's individual needs and monitors their development to help them progress well.

The implementation of a good self-evaluation system helps the childminder to identify her achievements and make plans for the future and her interest and enthusiasm for childminding helps her provide a quality service for children. For example, she seeks information from childcare magazines and uses the Ofsted website together with other childcare internet sites to keep up to date with relevant issues.

A good partnership with parents has been developed by ensuring parents are given regular and worthwhile information about their children. The childminder uses several ways to relay information such as via email where she details children's progress along with their photographs. In addition, there are newsletters and opportunities for parents to see their child's progress records and to talk about the next steps in their learning and development. The childminder has identified an opportunity to develop partnerships with other providers who care for the same children as they begin to attend other settings.

Children are safeguarded well in this setting as the childminder has a good understanding of her responsibilities and has recently undertaken relevant training in this subject. She has up-to-date information to consult if she is worried about a child and is aware of the signs and symptoms which would raise concerns about their welfare. The childminder helps protect children by following her policies and procedures which ensure they are supervised well and begin to learn about safety themselves.

The quality and standards of the early years provision

Effective systems are in place to help children learn and develop, taking account of their different abilities. Regular observations of what children can do are gathered and evaluated against the early learning goals to track their progress and identify what they need to do next. These take account of children's own interests, such as the love of particular television character, for the purposes of planning interesting activities. The childminder uses her skills to include the children's preferences in their individual planning across the six areas of learning and she regularly takes them to different places such as toddler group and the library to help extend their learning.

Good interaction and support in children's play encourages their language development and the childminder asks relevant questions to find out what they know, listens to what they have to say and values their opinions. She provides a range of mark-making materials in different activities both indoors and out, such as role play, so they begin to see the purpose of writing. Children have

opportunities to problem solve for example, experimenting with fitting shapes into different holes and the childminder understands the importance of teaching children simple concepts in numeracy such as counting how many, adding one more or having one less.

Children have opportunities to learn about the world around them and their environment, for example, looking at animals and nature, the importance of recycling and how people in the community help them in their daily lives. Trips to the park and soft play areas, together with regular use of the garden help children benefit from fresh air and exercise and helps keep them healthy. In addition, their finer motor skills and hand-eye coordination is encouraged through the provision of activities such as small world play and the use of malleable materials such as playdough.

Each child is able to express their own ideas through art activities and enjoy singing or using props for role play. They are given choices, helped to become more independent and demonstrate a sense of trust and belonging in the setting.

There are effective systems to ensure the welfare of the children in the Early Years Foundation Stage is promoted. Safety equipment such as stair gates are used throughout the premises, however, there is an issue with the children's safety when using the play house in the garden. Children are reminded about simple safe behaviour so they can begin to understand how they can keep themselves safe and how their actions can affect others. There is a healthy menu, children are offered fresh fruit snacks and there is fresh drinking water available to them throughout the day. They are encouraged to wash their hands at key times during the day and learn why this is important and the childminder has nappy changing routines which minimise the spread of germs between children.

Routines are in place to help children feel secure in knowing what comes next in their day but these are flexible enough to allow them to make some decisions about their activities, such as choosing when they want to play outside. The majority of toys and equipment are within children's reach so they can initiate some of their own play and the childminder asks their opinions on issues to find out what they like or dislike about the setting. The learning environment is bright and welcoming with suitable furniture and equipment to meet children's needs and help them to enjoy and achieve.

Children behave well because they understand the boundaries and learn to value the feelings and beliefs of others through well-planned activities and their own needs are always considered so that activities and routines meet their learning and development requirements and to ensure their welfare.

The range of opportunities for children to learn worthwhile skills is good and helps them contribute to their future economic well-being.

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 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.