

Inspection report for early years provision

Unique reference number 560002
Inspection date 25/02/2009
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 1995. She lives with her husband and two children aged 14 and 17 years in Wickford, 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 steps.

The childminder is registered to care for six children at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS) years. The childminder also offers care to three 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 regularly visits the local toddler groups, library and parks.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder's good knowledge of each child's individual needs ensures all aspects of the children's learning and welfare are promoted. Children are extremely safe and secure at all times and enjoy their play and learning, as challenging and exciting learning opportunities are provided within an inclusive environment. Good partnership with parents is a strength and significantly contributes to ensure that the needs of all the children are met well. As a result children are making good progress with their learning and development. The childminders commitment to training ensures that she is up-to-date with current childcare practices.

What steps need to be taken to improve provision further?

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

- develop toys and resources that promote positive images of diversity
- develop further, the two way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's learning and development.

The leadership and management of the early years provision

Children are cared for by a childminder who has a good understanding and knowledge to effectively promote their learning and development and is outstanding in promoting children's welfare. The childminder has completed training courses to ensure she is up-to-date with current practices and is committed to further development through training. A good range of robust written policies and procedures are effectively implemented in practice, to ensure children's well-being and safety at all times. Parents are made aware of these when their children first attend and receive copies. In addition a range of useful

information for parents is also available within a file along with the childminders certificates.

The childminder positively encourages good working practices with the parents and informs them either through daily diaries for younger children, or verbally on a daily basis of their child's learning achievements. Some good written observations and photographic evidence is also offered to the parents. This is an effective way to document and share the children's developmental achievements and working in partnership has a positive impact on the children's learning and development. Parents glowing written comments regarding the childminder express their complete satisfaction regarding every aspect of the care provided. Children receive very good attention as the childminder works with an appropriate number of children at any one time, enabling her to give very good supervision and care.

Children are effectively protected from harm as the childminder demonstrates a sound understanding with regard to safeguarding children. The childminder is a reflective practitioner and demonstrates a positive attitude towards continuous improvement and an effective process is in place for self-evaluation. The childminder is committed to promoting inclusive practice and has good written policies with regard to equality and diversity. Some resources that promote positive images are available to the children however these are limited. The childminder ensures traditional days and festivals are reflected within the planning to support the children's understanding and learning. The childminder understands the importance of forming good links with the local pre-school and schools that minded children may attend and has made good attempts to ensure the children's development and learning is supported and consistent.

The quality and standards of the early years provision

Children's learning, development and welfare is promoted by the childminder, enabling them to make good progress towards the early learning goals. The childminder has a flexible weekly plan which includes many opportunities to visit toddler groups, parks and the zoo. The childminder supports and encourages the children to initiate their own play and supports their own ideas when planning. They have many opportunities to play with ideas in different situations and with a variety of resources. Children's ability to think critically and ask questions is enhanced as the childminder is skilful when offering support.

Children enjoy craft activities such as making Valentines day cards for loved ones and salt dough hearts as presents. They excitedly look through photographs of themselves and help stick them into their scrapbooks, the childminder on hand to assist as required. They have great fun playing at dressing-up and having picnics in the garden. Treasure baskets hold many surprises for young children who are able to explore the contents with fascination. Children are able to access a good selection of quality toys and books as these are easily accessible within the indoor play space. As a result they are confident and happy in the childminder's care. They snuggle up on the sofa with the childminder and enjoy their favourite story books.

The childminder has a robust risk assessment in place to ensure children are able to play safely, this includes management of the garden and outings. Fire drills are practised regularly to ensure children are familiar with the evacuation procedure. Children are beginning to have a basic understanding of diversity as the childminder encourages simple conversations regarding everyone's individuality and some resources are in place.

The childminder is committed to creating a welcoming environment for parents and positively encourages them to review their children's progress regularly and contribute to their child's learning and development record. Good information is recorded at the initial meeting in the children's 'Introducing Me' booklets. Information regarding the EYFS is made available to the parents. Although parents are not always included within the initial assessment of their child, the childminder has a very good system to analyse and evaluate observations made to ensure each child's 'next steps' are planned for.

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 childminder's positive approach to behaviour management. The childminder works closely with parents with regard to managing behaviour to ensure consistency. Children are congratulated and praised for their efforts. The childminder understands that some children may require additional support and would actively seek information and advice to ensure they are fully involved in the activities provided. For example, the childminder completed a Makaton training course, to ensure she can communicate successfully with every child.

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.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	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?	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

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

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.