

Inspection report for early years provision

Unique reference number	119376
Inspection date	26/01/2009
Inspector	Lisa Paisley
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1998. She lives with her adult son and two children aged 12 and nine years in Southend-on-Sea, Essex. The whole of the ground floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. Access to the childminder's home is via a small step at the front door.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child under five part week who are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register and she is currently minding four children after school and during the school holidays. The childminder walks to local schools to take and collect children. The childminder attends the local parent and toddler group. The family has a guinea pig as a pet.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children's individual needs are met to a good standard as the childminder has an effective understanding of her role and responsibilities and she ensures that their welfare is fully promoted. All children receive effective play and learning experiences, consequently, they are making good progress in all areas of their learning and development. The childminder is effective in her role and she consistently takes steps to ensure that she continually improves outcomes for children. Self-evaluation systems of the provision are in place, however, they have not yet been formalised to ensure continuous improvements are sustained.

What steps need to be taken to improve provision further?

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

- consolidate activity plans, linking with observations and assessments to build on next steps in children's play and learning
- continue to develop self-evaluation systems to ensure continuous improvements.

The leadership and management of the early years provision

All documentation, including policies and procedures are in place and are accurately completed to ensure children's individual needs are met to a good standard. The childminder has a clear understanding of her role in protecting children and procedures to follow in the event of a child protection concern, this ensures that all children are effectively safeguarded. The childminder is proactive in further extending her professional development, for example, completing the

Extending Childminding Practice (ECP) Level 3 and undertaking short training courses. Consequently, the childminder is informed of any changes with regard to childcare practices.

Space and resources are effectively organised to provide children with a good range of play experiences and activities. The planning of play and learning routines provide children with opportunities to explore within small groups and on an individual basis at their own time and pace, ensuring consolidation and extension to their learning is achieved. Effective relationships with all parents have been successfully established as the childminder ensures all parents are informed about every aspect of their child's care. This includes both written and verbal feedback ensuring key messages are exchanged. Secure working partnerships with other agencies have been created, ensuring continuity of care for individual children.

The quality and standards of the early years provision

Children receive effective play and learning experiences, as a result they are making good progress in their overall development and showing positive attitudes to learning. Arrangements are in place prior to children starting at the childminders, ensuring that the transition from home is smooth and successful for children. A warm, caring and welcoming play and learning environment is created by the childminder, ensuring children are settled, confident and secure. Children's positive behaviour is valued and inclusion is successfully promoted through daily routines and planned activities. Children are well-behaved and enjoy close and effective relationships with the childminder and other family members. Resources and play equipment are effectively organised allowing children safe access, further promoting independence and choice.

The childminder has a clear understanding of the Early Years Foundation Stage and how children play and learn. Activity plans suitably match children's developmental needs and they capture children's interests. However, activity plans including observations and assessment require further consolidation to provide a linkage within planning records and build on next steps in children's play and learning. Older children attending the provision are settled, safe and secure, they are able to self-select activities and they particularly enjoy playing at the local park after school. Older children have a selection of snacks and drinks to choose from and they co-operate and share within the home environment. They are also supported in completing their homework with parental consent.

Children participate in a good range of activities that link their play and developmental needs well. For example, young children enjoy looking at pre-school books where the childminder uses key words to explain the story and what happens next. All children are fully included as books are differentiated according to children's ages and interests. The childminder provides daily opportunities for children to experience early mathematical concepts through their play such as puzzles and number rhymes and cooking and creative activities enable them to develop an understanding of weight, size and capacity. Children have ongoing opportunities to explore a range of creative activities such as painting, sticking, collages, sand and water. Children gain an understanding of their own and the

wider environment by visiting places of interest such as the local park and shops, children particularly enjoy feeding the ducks. There are daily opportunities to help children practise their finer manipulative skills such as puzzles, using scissors and threading activities. Children play outdoors in the garden on a regular basis and they particularly enjoy using the trampoline, slide, swings and tricycles.

Children learn about safety issues through discussions with the childminder and they begin to take responsibility for keeping themselves safe. They learn to cross roads safely as they like to press the button and look out for the green man. Children's good health and well-being are promoted and necessary steps are taken to prevent the spread of infection. For example, children are reminded to wash their hands before meals and after any creative activities. The childminder sets a good example herself and gives children sensible explanations about why they should keep themselves healthy. Care is taken by the childminder to find out what foods children like and they enjoy having meals and snacks together. Appropriate action is taken when children are ill. If they develop an infectious illness, the childminder requests that children stay at home with their parents to reduce the risks to other children being cared for.

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.