

Inspection report for early years provision

Unique reference number	EY365094
Inspection date	14/05/2009
Inspector	Carolyn Mary Hasler

Type of setting	Childminder
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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 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 2007. She lives with her child aged three years in Loughton, Essex. The childminder uses the whole of the ground floor of the premises for childminding purposes which has a good level of access. There is a secure outdoor area for outside play. The childminder is currently registered to care for five children under eight years, of these two may be on the Early Years Register. She is currently caring for two children on the Early Years Register but also cares for four children on the compulsory part of the Childcare Register. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from local schools, she also makes use of the local community facilities such as toddlers groups, parks and libraries.

Overall effectiveness of the early years provision

The overall effectiveness of this setting is satisfactory. Children are happy and engaged while at the childminder's house. She is developing confidence in her knowledge of each individual child and their likes and dislikes and provides them with an inclusive and welcoming service. The childminder is able to demonstrate how she has made improvements to her service since her registration and shows a positive attitude towards her own personal development, demonstrating her capacity to continue to improve.

What steps need to be taken to improve provision further?

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

- continue to develop knowledge and understanding of observations, assessments and planning skills to support individual children's learning and development and improve their outcomes
- ensure the complaints procedure is up to date
- risk assess the trampoline and improve both boundary setting for children and supervision of this area
- improve partnerships with parents and other early years partners to support continuity and coherence by sharing relevant information as a key factor in planning for children's needs

The leadership and management of the early years provision

The setting is sufficiently managed and organised. There is a range of policies and procedures in place which are shared with parents and provides a basis for the care arrangement. The childminder has completed a basic course in childcare and continues to build on her knowledge by attending further training provided by her local authority. Her knowledge of the Early Years Foundation Stage framework and

how this supports children's individual development is sound and this supports satisfactory outcomes for children. The space within the childminder's home is welcoming and planned well. There is good organisation of record keeping. This is the first inspection the childminder has experienced and she is beginning to self evaluate her service and has some understanding of her strengths and weaknesses.

There is evidence of planned purposeful play both free and adult led, indoors and out and sound knowledge and understanding of the early learning goals. The childminder is aware of children's individual interests and uses this to extend their knowledge. She is building confidence in her observations, assessments and planning skills.

There is a supportive partnership between parents and the childminder who share information through daily diaries, scrap books and verbally. A range of documentation is in place which sets out children's individual needs and the care arrangements, parental permission is sought where necessary. However, she has not sufficiently developed her service to encourage parents and other early years partners' views and suggestions to promote consistency of working in developing and extending children's interests. Parents receive little information about children's ongoing learning.

There is a sound knowledge and understanding of safeguarding issues. The childminder is familiar with her child protection procedure and has all the appropriate documentation to support this. The premises have been risk assessed and maintained well. The environment is secure. Although, at times when there are greater numbers of children on the premises and when they are being collected, supervision is not always prioritised, this provides opportunities for younger children to push against boundaries. There is a complaints procedure in place to support parents who wish to make suggestions or complaints but this does not give sufficient information.

The quality and standards of the early years provision

Children have opportunities to play with a wide range of interesting and stimulating activities, they have good levels of confidence and approach most tasks independently, showing good attitudes to learning new skills. Generally they are engaged and play well together, learning to share and take turns in their games. A range of well chosen toys and resources and the childminder's knowledge of each child's family background helps her to plan for their needs. The childminder collects information on different festivals to support children's growing interest and knowledge about the world they live in and to create an environment of respect and support for each other.

Children's language is supported well through a range of activities such as looking at books and story telling. They are encouraged to talk about what they see in everyday situations, while playing both indoors and out. The use of lots of vocabulary by the childminder supports all children but particularly those who are learning to speak in two different languages. Games such as picture dominos and

learning to recognise key letters within their names support their developing skills. Activities such as building with bricks, stacking different sized cups and counting every day objects helps children become familiar with and give meaning to numbers and begins to support their problem solving skills.

Through visits and outings they are learning about the environment they live in and the community all around them. They are encouraged to ask questions to support their growing knowledge and understanding of the world they live in. The childminder's developing knowledge of individual children and their skills is supporting their development and increasing their life chances and future economic well-being.

Children are learning about being healthy, they are learning to wash their hands as part of every day routines and to cover their mouths when they cough and sneeze. The childminder's good knowledge of healthy eating ensures that children are offered a nutritious and balanced diet that meets their individual dietary needs. Access to the childminder's garden, and outside play equipment such as the trampoline, skittles and balls, and walks in the park or visits to the local soft play area all help them stay physically active and support their large motor skills. Consequently they are learning lifestyle skills in staying healthy.

They are learning basic rules which keep them safe while out, such as staying close and holding hands. Overall the environment they play in is safe. They practise how to evacuate the premises in an emergency. However, children are unclear about some boundaries and push these when the childminder is distracted.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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