

Inspection report for early years provision

Unique reference number	EY285446
Inspection date	06/03/2009
Inspector	Greg Wolff
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 2002. She lives with her husband and children aged seven and 15 years in Woodford Green, Essex, close to shops, parks, schools and public transport links. The childminder's home is accessed via two steps. The whole of the childminder's home is registered for childminding.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding one child in this age group in this age group part-time. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder supports children with learning difficulties and/or disabilities.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The childminder provides a wide range of suitable activities for children in the Early Years Foundation Stage (EYFS). Good organisation of her childminding service ensures that children are happy, have positive experiences and are well-cared for but learning opportunities do not always meet their individual developmental needs. The childminder provides an inclusive environment and works effectively with parents and carers to ensure that all children are valued. The childminder has started to evaluate her own practice in order to identify strengths and areas for future development.

What steps need to be taken to improve provision further?

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

- make systematic observations and assessments of each child's achievements, interests and learning styles and use these to identify learning priorities and plan relevant and motivating learning experiences for each child
- ensure continuity and coherence in the education and care that children receive by sharing relevant information with parents and other settings that they attend which provide the Early Years Foundation Stage.

The leadership and management of the early years provision

Children's care and welfare are well-promoted. They benefit as the childminder makes good use of her time and organises the play environment to be accessible to children of all ages. As a result, children receive ample adult attention to support their learning. The childminder makes effective use of the premises and a

wide range of resources to provide a stimulating, child-centred learning environment. Children delight in the range of activities she provides, such as 'Magic Maize' and other crafts and become engrossed in what they are doing. Children are safeguarded as the childminder carries out risk assessments both in her home and for outings that she may take the children on, for example, taking a trip to the local park. Appropriate supervision of children further promotes their safety. The childminder has a good understanding of child protection issues and procedures in order to safeguard children. All adults in the household are appropriately vetted.

Parents and carers receive plenty of information about the childminding service and their child's care, though not currently regarding their education. The childminder spends time talking to parents and carers and gathering information before the child starts. This enables her to find out about children's individual interests and starting points, and she is then able to plan and provide appropriate activities and resources to support each child. She supports children who may have learning difficulties and is knowledgeable about their needs. The childminder has recently started to make basic observations as children play, but these are not yet assessed and she is not yet in a position to use these to inform planning for their next steps. The childminder has a developing awareness of her own provision and is able to identify areas of strength as well as those in which she wishes to make improvements in basic terms.

The quality and standards of the early years provision

Children make satisfactory progress in the childminder's care because their individual needs are generally met. The childminder has a developing understanding of the learning and development requirements of the EYFS but she is yet to use these to plan successfully to meet them. Observations of the children at play are not yet used to identify their next steps for learning so that children are not consistently supported to progress and gain new skills. Children are becoming active learners and readily engage in activities, particularly arts and crafts. Their emerging language skills are encouraged as the childminder talks to children and listens for suitable responses. Children thrive on the praise and encouragement they receive, for example on completion of a drawing or craft project. They are confident and happy in the childminder's care. The childminder uses children's free play to introduce some learning opportunities, for example, counting, colour recognition and concepts of size and shape, though this is largely unplanned at present. Children freely explore a variety of materials. They are able to take part in exciting and relevant outings such as trips to the local park.

Children behave well and they show care and consideration for others. From an early age they are learning to share resources and socialise, for example when playing with the colouring pens. Children are learning to behave in ways which are safe for themselves and others. The childminder offers simple explanations, for example, why they need to wash their hands after they have used the toilet. Children are able to gain an awareness of the wider community as they visit places such as the park or local school. Children's well-being is effectively supported and they are learning to keep themselves healthy. They are regularly offered drinks

and healthy snacks are provided, ensuring children have sufficient energy for play and exercise. The food which the childminder provides is healthy and nutritious. Children frequently enjoy opportunities to exercise and access fresh air. The garden enables children to explore their bodies as they run and play on the equipment provided. Children have space to move freely indoors and, with the use of soft flooring, are able to further develop their movement and co-ordination skills. Children enjoy close relationships with the childminder who shows genuine interest in their play and involves herself in their activities in order to fully support children's learning and development.

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?	2

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?	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?	3
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?	3

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.