

Inspection report for early years provision

Unique reference number	EY352734
Inspection date	12/01/2009
Inspector	Suzanne Joyce Stedman

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 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 2007. She lives with her husband and two children aged two and four in Southend-on-Sea, Essex. The whole of the childminder's home excluding the basement is used for childminding. The home is accessed via a step to the front door however the ground floor of the premises is split level. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for one child part time. The childminder walks to a local pre-school to take and collect children. The family has no pets.

The childminder supports children with learning difficulties and/or disabilities. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder promotes excellent inclusive practice using in-depth knowledge of the children to influence their care and meet their needs in the Early Years Foundation Stage and is committed to partnership working. She provides a rich learning environment reflecting diversity in a very positive manner.

The childminder has completed her self-evaluation form to clearly illustrate her first-rate practice and confidently speaks of some further improvements she wishes to make to show her capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further use of the outdoor play area to incorporate all areas of learning.

The leadership and management of the early years provision

The childminder is highly organised with her time, space and resources to manage her childminding practice extremely effectively in relation to children's learning and development as well as the welfare requirements of the Early Years Foundation Stage (EYFS). These outstanding qualities help children to learn and develop steadily, enjoy the activities and develop a sense of trust and belonging.

The childminder is confident in her own abilities and consistently reflects on her practice, using written evaluations to guide her in what she needs to do next to help children progress in their development so children are challenged in their

learning.

Partnership with parents and others is taken into consideration when caring for children in the EYFS and the childminder regularly seeks parents' views and information to help her work closely with them to provide the best care, learning and play for children.

Children are safeguarded in this setting because the childminder has an excellent understanding of child protection procedures and signs and symptoms of abuse. She ensures children are supervised and kept safe at all times and keeps a visitors' record to show who visits her house when minded children are present. She provides parents with a copy of her policies to keep them informed of her responsibilities and is highly aware of her role in protecting children from harm and acting on any concerns to continue to safeguard them.

The quality and standards of the early years provision

Children in the Early Years Foundation Stage (EYFS) learn and develop extremely well through the principles of the EYFS, particularly in relation to the uniqueness of each child and their abilities and dispositions. They develop positive relationships and learn consistent boundaries for behaviour.

The excellently resourced environment has play areas which have children's learning and safety in mind. The children have good opportunities for outside play however not all areas of learning are currently incorporated in the outside area. Effective observations and assessments are used to establish at what stage the children are at and to help them progress effectively towards the early learning goals. Exciting, interesting activities help them develop and learn in different ways and at different rates. Children enjoy theme-based activities which include the six areas of learning so children learn across the EYFS.

Children's welfare is promoted effectively with careful consideration given to the welfare requirements of the EYFS. Children are helped to stay safe because the premises and outings are carefully risk assessed and they learn simple safety rules to begin to understand about danger. Nutritious snacks and meals help keep children healthy and they enjoy a varied selection of home cooked meals.

Children have excellent opportunities to be themselves, develop their self-esteem, make good relationships and learn to value others, helping them to make a positive contribution. An admirable range of resources reflecting people's similarities and differences together with play and sensitive conversations help them see the needs of others in a positive manner. The holistic approach towards children's welfare and learning helps them develop skills that will 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?	1
How well does the provision promote inclusive practice?	1
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?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.