

Inspection report for early years provision

Unique reference number	EY360684
Inspection date	22/01/2009
Inspector	Janette Elaina Lockwood
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 2007. She lives with her husband and two children in Basildon, Essex. The whole ground floor is used for childminding and there is a fully enclosed garden for outside play. There is a low step leading up to the front door for access.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children in the early years age group. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary Childcare Register. The childminder walks to local schools to take and collect children. The family has a cat. The childminder runs a local carer and toddler group.

Overall effectiveness of the early years provision

The overall effectiveness of the early years provision is good in meeting the needs of children in the Early Years Foundation Stage. This is because the childminder has implemented clear practices and procedures that focus on the unique child to ensure they settle well, are safe and able to enjoy and achieve in her setting. She promotes inclusive practices by finding out what children need and what their interests are in order to plan for them as individuals and values their similarities and differences.

There is a high commitment to improving the provision with the childminder using her enthusiasm and 'can do' attitude to ensure she implements new ideas to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure fire blanket can be used as intended (this refers to the location of the fire blanket).

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that a full risk assessment is carried out for each outing undertaken (Safeguarding and welfare)

11/02/2009

The leadership and management of the early years provision

The early years provision is led and managed effectively taking account all of the requirements of the Early Years Foundation Stage (EYFS). The childminder carries out an excellent self-evaluation of her own practices using the Ofsted format and

has found it to be a highly valuable tool for reflection, helping identify her strengths and areas for improvement such as furthering the provision for outdoor play.

A successful partnership has been established with parents with regular requests for constructive feedback and suggestions on any improvements they would like to see at the setting. Parents are encouraged to complete personal profiles for the children detailing their likes and dislikes to help with consistency between the home and setting and the childminder works closely with them on any developmental issues. Furthermore, parents have access to the policies and procedures and are given time to read and absorb them along with good quality information about activities and the main themes of the EYFS to help them make informed choices.

The childminder has confidently approached other settings caring for the minded children in the EYFS with a view to sharing information about children's progress. She has prepared and passed on valuable information about children's development to ensure they are working together consistently. In turn, one of the settings has passed similar information back which she is currently adding into her planning.

A clear policy together with a good understanding of safeguarding issues gathered through training enables the childminder to implement effective practices. For example, she records existing injuries, has relevant contact numbers for advice or referral and demonstrates a good understanding of child protection issues to help safeguard children.

The quality and standards of the early years provision

Children in the Early Years Foundation Stage (EYFS) have excellent opportunities to learn and develop across all six areas of learning because the childminder has an extensive awareness of the early learning goals and understands how children learn. She systematically observes children and effectively evaluates her findings using a tracking book and from there is able to devise clear individual plans for children to help them move onto their next steps in learning.

Exceptional levels of interaction enable the childminder to widely extend children's learning through daily routines and experiences as she seizes every opportunity to support them. There is a unique range of activities identified in planning, providing worthwhile, valuable learning opportunities which are interesting to children and based on their individual interests, for example, sorting cutlery or talking about what kitchen utensils are used for.

There are additional opportunities for children to learn and develop through visits to various groups such as the Children's Centre where there is access to a well-developed outdoor 'classroom'. Outdoor play is high on the childminder's agenda as she makes further plans to incorporate more regular and worthwhile use of her own garden.

Children's welfare throughout the EYFS is good, taking account of the general and specific welfare requirements to enable children to be healthy and safe, as they enjoy and achieve and make a positive contribution.

Effective steps are taken to ensure children's safety, for example, fire procedures are in place and the childminder has thought carefully about their safety in an emergency. However, although, there is a fire blanket in the kitchen, it is not currently mounted on the wall as advised by the manufacturer. Regular risk assessments are carried out on the premises but there are currently no risk assessments in place for outings.

A thorough understanding of children's health needs together with teaching children effective practices to minimise the spread of germs helps children to keep healthy in the setting. Nutritious and balanced meals are provided and children are given gentle encouragement to eat healthily and try new foods, learning which ones are good to eat. The childminder uses valuable strategies to help them understand the benefits of eating well particularly in relation to giving them energy or 'power' as they like to call it.

The activities and routines together with the child-friendly environment help children settle well and have space, time and resources to enjoy their time in the setting. Furthermore, regular praise and encouragement helps children in their confidence to try new things and help them to achieve. Fostering their curiosity of one another and providing opportunities to talk about their homes and families and the wider world, helps children learn to appreciate diversity and to be comfortable with people's similarities and differences. Consistent boundaries and effective nurturing of children's behaviour helps them develop good habits and behaviour, enabling them to work together in harmony and understand the consequences of their actions, so there is a calm atmosphere in the setting.

The ethos of helping children develop strong communication skills enables them to interact very well with others and the variety of activities that promotes problem solving, reasoning and numeracy skills in everyday routines and situations enables them to begin to understand the importance of these skills in real life. Furthermore, the childminder's good motivational skills and enthusiasm helps children to become eager to learn and confident in themselves which contributes highly towards 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?	2
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?	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?	1
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?	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?	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
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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.