

Inspection report for early years provision

Unique reference number	EY235757
Inspection date	08/04/2009
Inspector	Ann Marie Cozzi
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 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 is registered to care for a maximum of four children at any one time, two of which may be in the early years age group. She is currently minding two children in the early years age group. The childminder is also registered to care for children on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and three children aged eleven, eight and three years. They live in a residential area of North Weald, Essex. There is one small step into the setting. A downstairs toilet is available, helping to promote an inclusive environment. The whole of the house, managed by the childminder, is used for childminding and there is a fully enclosed garden available for outside play. The childminder has an appropriate early years Level 3 qualification. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The needs of all children are met well as the uniqueness of each child is recognised, in addition, the childminder successfully reflects on practice adapting this where necessary to promote improvements. Differentiation is identified and implemented; this ensures that children are well-supported and that no individual is disadvantaged. The childminder has a good understanding of the six areas of learning in the Early Years Foundation Stage and provides good support to enable the children to make sound progress in their learning and development, although, there is a minor weakness in the current systems for observation and assessment. There are good systems in place to ensure that children's welfare is protected and promoted with regard to child protection and minimising risks, however, there is a minor weakness in written risk assessments. Good partnerships with parents, carers and others in the wider context are used to promote continuity of care and learning.

What steps need to be taken to improve provision further?

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

- enhance systematic observations and assessments of each child's achievements in order to clearly ascertain children's progress against the early learning goals
- reappraise both the environments and activities to which children are being exposed and make necessary adjustments to secure their safety at all times.

The leadership and management of the early years provision

The childminder maintains a number of written records which includes registration forms, contracts, accident and medication records and written permissions, for

example, enabling her, should the occasion arise, to seek emergency medical advice or treatment for children in her care. She has also devised a number of policies and procedures, for example, child protection. She shares these with parents and carers which, ensures that they are aware of her day to day procedures and responsibilities. These policies and procedures also support the safe management of the provision.

The childminder demonstrates a good understanding about protecting children, for example she has procedures for the safe arrival and collection of children to ensure they only ever leave her premises with persons authorised by parents or carers. The childminder has attended training since her last inspection. This includes paediatric first aid which enables her to care for children appropriately in the event of an accident. The childminder has devised written safety checks which clearly identify risks inside, outside and whilst on outings. However, there is a minor weakness in risk assessments for the home as they do not yet fully identify all aspects of the environment and activities to which children are exposed.

The childminder has a variety of systems in place which help her to accurately reflect on the service she provides. She has begun to provide questionnaires for parents and carers and has completed a written self-evaluation of her service. In addition she takes account of what works well in her day-to-day practice and when she identifies things which do not support the children or impact negatively on her provision then she changes or adapts practise accordingly.

The quality and standards of the early years provision

Children make good progress in their learning and development. The childminder has a secure understanding of the Early Years Foundation Stage and how children learn and develop through play. She ensures that children are provided with a broad range of resources and activities, which are organised at low level to ensure easy, independent access. The childminder makes written, photographic and mental observations of children's play, development and interests. She uses this information to plan and provide good quality activities and learning experiences, which helps them to build on what they know and can do. However, at times, observations and assessments do not always clearly demonstrate children's progress against the early learning goals.

Children show their curiosity as they explore and investigate resources and through their interaction with the childminder whilst at play. They use their senses, for example, during snack time they talk about having sticky, messy hands. Children use their imagination when engaging in role play, using sounds as they pretend to pour water and milk into each cup to make tea. They enjoy using musical instruments as they bang the drum and symbols with a steady rhythm. Children are confident in the setting as they begin to identify and see to their own personal needs, for example, knowing that they need to wash their sticky hands after eating snacks and helping themselves to a drink when they are thirsty. The childminder promotes children's understanding about a healthy lifestyle through the daily routine and activities provided, for example, as they undertake a craft activity which focuses on health they talk about sporting activities, exercise and

healthy foods. Children are encouraged to become active learners by the childminder and the environment she provides. For example, when children take part in well-resourced activities she promotes opportunities to teach them about sounds and letters and mathematical concepts, such as during a craft activity, when children count how many pieces of fruit they can see and decide which is bigger or smaller.

The childminder uses a wide range of behaviour management techniques, for example, each child has a sticker book which is used to positively reward good behaviour and acknowledge their individual achievements. The childminder consistently uses lots of positive praise and encouragement which raises children's self-esteem and confidence. The childminder ensures that prior placement interviews are held to enable her to ensure the identification of children with learning difficulties and/or disabilities in order that she can plan to meet all children's individual needs and requirements. Children learn to keep themselves safe, for example, young children talk with the childminder about being careful when using a knife to cut a banana. All children have the opportunity to practice emergency evacuation procedures. The childminder provides ample space for children to play, eat and rest in comfort if they want to. There is no bias in practice in relation to gender, race or disability.

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

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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