

Inspection report for early years provision

Unique reference number	560156
Inspection date	09/04/2009
Inspector	Sandra Daniels
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 has been registered since 1977. She lives in Epping and the setting is close to the station, Epping town centre, library and Forest Lodge Play area. The whole of the house is used for childminding. There is a fully enclosed garden available for outside play and two dedicated play-rooms. The childminder is registered to provide care for a maximum of six children under eight years at any one time and is currently caring for a total of 11 children, most of whom are in the early years age group and many attend on a part-time basis. Some older children attend during out-of-school hours only. The childminder sometimes works with a registered assistant. The childminder helps to run a local toddler group on a regular basis. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder knows the children well and successfully meets their individual needs. Children are very happy and settled within her care, enjoying the attention they receive. The childminder promotes an all-inclusive environment and ensures all children are appropriately occupied at all times. She promotes continuous improvement within her practice in order to provide children with positive experiences during their early years. For example, developing opportunities for children to play sports and engage in physical play indoors, in addition to regular outside play.

What steps need to be taken to improve provision further?

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

- consider further ways to involve parents in their children's learning and development
- develop further the systems for self-evaluation in order to maintain continuous improvement.

The leadership and management of the early years provision

The childminder knows the children in her care exceptionally well and organises the day around the individual needs and routines of the children, which fosters their self-confidence and self-esteem. For example, as new babies settle in, plans for the day incorporate their need for regular rest or sleep. The varied range of activities both, inside and outdoors, help children to make good progress in their learning and this promotes their welfare. The childminder reflects on her provision regularly, which is forming the beginnings of self-evaluation. She has worked very hard to complete a written self-evaluation, which is starting to identify strengths and areas for future development, which will further enhance the quality of the provision for children.

Children's care and welfare is positively supported as the childminder has a good understanding of how to keep them safe and well. She has an informative set of policies and procedures which guide her practice and help parents understand the care their children receive. Parents provide the childminder with essential information to enable her to care for the children responsibly and strong, trusting relationships are developed.

Effective arrangements are in place to ensure children are safeguarded. The childminder has a good understanding of possible signs or symptoms of abuse or neglect. Clear safeguarding procedures are in place which are shared fully with parents. The childminder has taken action to minimise all risks to children, including ensuring her home is secure and that children are appropriately supervised at all times. She keeps a record of the risk assessments she has carried out to ensure that the aspects of the environment that have been identified are frequently checked.

The quality and standards of the early years provision

Children are very happy and confident and have developed strong relationships with the childminder and their peers. The childminder provides an excellent level of interaction, using lots of open ended questions to help children think for themselves. She participates in children's play and ensures all children are included. For example, children make Easter cards. They use stickers, glue and tissue paper. The childminder ensures that babies are included but responds quickly when they become disinterested before the older children. Children chat constantly with the childminder and each other. They confidently choose and select activities from the extremely broad selection available to them. Activities are very much child-led and the childminder recognises when the children want to direct and extend their own play and when it is more appropriate for her to join in. For example, after playing alone or in small groups, all six children gather together to play musical instruments and sing songs. Babies happily join in with the actions to 'wind the bobbin up', which they have learned from the older children.

The child-orientated environment helps children progress towards the early learning goals. The childminder's enthusiasm is infectious and children have fun as they listen and learn. The childminder provides a good balance of adult led and child led play, both indoors and out. Through planned activities, the childminder introduces children to new experiences. Recently they thoroughly enjoyed playing outside in the snow. The childminder ensures activities are relevant and meaningful to the children and are at their level of understanding. Children's artwork and photographs are displayed so their self-esteem is well promoted and they feel a sense of belonging. Children have access to many resources that provide positive images of cultural diversity and disability, meaning that the childminder is beginning to introduce children to an awareness of diversity. The childminder makes photographic observations of children in the Early Years Foundation Stage (EYFS) and has developed a record of children's achievements and progress. This is clearly linked to the early learning goals and includes planned objectives for their next steps. Although parents are kept informed about their

child's progress, there are no structured systems in place to ensure their full involvement.

Children's health and safety are effectively promoted. They wash their hands before snack and use individual paper towels to limit spread of infection. Meals and snacks are healthy and children have access to drinking water throughout the day. Children of all ages behave extremely well and are courteous and polite. The childminder is a good role model, praising children for their achievements and thanking them for being kind.

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?	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?	2

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

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.