

Inspection report for early years provision

Unique reference number	201747
Inspection date	03/04/2009
Inspector	Patricia Mary Champion
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 2000. She lives in a house in a residential area within walking distance of schools, shops and the railway station in Laindon, Essex. The whole ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age group. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

The childminder attends the local carer and toddler groups on a regular basis and takes children on outings to the local parks. She is a member of the National Childminding Association and a member of an approved childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder has a good knowledge of each child's individual needs and she plans effectively to promote their welfare, learning and development. Children are kept safe and secure at all times and priority is given to ensuring that they maintain a healthy lifestyle. A good partnership with parents contributes to children's welfare and ensures an inclusive provision where children are happy and confident. The childminder identifies key strengths and areas for development in her provision. Consequently, continuous improvement ensures good outcomes for children.

What steps need to be taken to improve provision further?

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

- enhance children's learning by finding out more about how to support children with English as an additional language
- develop a systematic and routine approach to using observations and use assessment to plan the next steps in a child's developmental progress and regularly review this approach

The leadership and management of the early years provision

Children benefit from the care of a motivated childminder who regularly attends training courses to update her knowledge of current childcare issues and trends. All the necessary documentation is in place to safeguard children and meet their individual needs. Policies and procedures are updated to meet the changing needs of the children. The childminder demonstrates a clear understanding of her role

and responsibility in protecting children. She has a clearly written safeguarding policy and is fully aware of the steps to take if she has concerns about a child's welfare. Risk assessment is undertaken both on and off the premises. Outings are planned effectively to ensure that they are suitable for all the children attending. Safety equipment such as stair gates and cupboard locks are used to prevent children from accessing potential hazards. The childminder uses self-evaluation and parents' comments to look at ways of continually improving her provision. For example, she is looking at ways of improving the children's developmental records and has booked to attend further safeguarding training.

Daily verbal and regular written communications with parents ensures children's individual needs and routines are met. The childminder gets to know children extremely well and their families feel included. She ensures that children develop a strong sense of their own identity and culture and has books and puzzles that reflect positive images of diversity. The childminder holds a wealth of information she has gathered from training in relation to promoting inclusive practice. Although she values the linguistic diversity of the children, she has not yet researched literature specifically relating to caring for children who speak English as an additional language.

The quality and standards of the early years provision

Children play in a very clean and safe environment. Kitchen surfaces are kept scrupulously clean and an environmental health officer has checked the premises to ensure that food is prepared safely. The childminder is well aware of any food allergies or individual dietary needs. Children develop a safe and healthy lifestyle through their daily routines. Emergency evacuation procedures are displayed and drills are practised. Any play materials within reach of the youngest children are safe for them to explore using their hands or mouth. Nappy changing is undertaken in a hygienic and sensitive manner.

The childminder organises the space within her premises very effectively to enable children to become independent learners. The large, open-plan living room is welcoming and inviting to children with a great many activities linked to all areas of learning. Resources are stored at low level to enable children to make choices. The childminder remains with the children at all times, supporting their development and keeping them safe. Clear planning identifies how continuous provision helps children progress towards the early learning goals. The childminder has made initial assessments of the children's capabilities and has started making observations and taking photographs of their progress and achievements. However, she has not yet developed a systematic and routine approach to using these observations to plan the next steps in a child's developmental progress.

Children are confident learners and spend their time productively. They have great fun playing imaginatively in tents or crawling through tunnels to reach toys that interest them. Children enjoy singing and dancing to music and respond positively when they look at pictures in books. They benefit from the warm interaction provided by the childminder. Plenty of cuddles are offered and she encourages communication and joins in their games. The childminder continuously uses

numbers and colours when talking to the children and children learn about measurement and weight when cooking. Children have good opportunities to attend toddler groups, where they can mix socially. The garden, outings to parks and indoor play areas are used effectively to enhance children's physical 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?	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

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.