

Inspection report for early years provision

Unique reference number	EY299266
Inspection date	29/06/2009
Inspector	Deirdra Keating
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 2006. She lives with her husband and children aged eight and 10 years in Brentwood, Essex close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children who are within the Early Years Foundation Stage (EYFS) years. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder promotes many aspects of children's welfare with success ensuring that they are safe and secure. Children are very well engaged in activities that motivate and interest them and they consequently progress very well towards the early learning goals. The childminder has developed an effective partnership with parents and other providers. She is committed to improving her practice but has not recorded this in a self-evaluation.

What steps need to be taken to improve provision further?

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

- use evaluation and quality improvement processes as the basis of ongoing review
- identify training needs and update knowledge using training made available by the local authority and other sources.

The leadership and management of the early years provision

Children are cared for well by a dedicated childminder who has organised her home very well to accommodate children's needs and help them develop their independence. The childminder is very conscientious and has organised routines and activities to ensure she can provide good quality care and attention for each child. The childminder has attended the basic training courses; however, she would like to develop her knowledge of the Early Years Foundation Stage to give her more confidence.

The childminder has created good systems of communication with parents which keep them well informed about their children's progress. She has effective working relationships with parents and other professionals to plan for children's progression and support their development. She has also extended this very well to other providers that children attend to ensure that communication systems are in place to promote good continuity of care.

Children are cared for in a safe environment where all adults in the house have undergone checks to ensure they are suitable to be with children. The childminder understands her roles and responsibilities in protecting children from potential harm and has relevant and up-to-date information and training. Written policies and procedures are maintained to ensure children's ongoing welfare and care. Minor accidents are all recorded and all written consents are sought to ensure children's ongoing health and safety prior to admission.

The childminder has identified a few areas for development, however, there is not a strong enough emphasis on reflecting on her practice and seeking the views of others; this means that priorities for improvement are not as accurately targeted as they could be.

The quality and standards of the early years provision

Children receive warm and responsive care from the childminder tailored well to their individual needs. The childminder uses encouraging, friendly and lively approaches to support children and increase their motivation. Children's enjoyment is a high priority for the childminder who promotes fun and tactile craft activities and many colourful resources. Children use a range of media set out very well on a low table for them to self-select. This encourages them to demonstrate their unique creativity as they select colours and resources of their choice and develop their own individual technique. Children's language development is supported well by the childminder who communicates very well with children through play. For example, children playing with cars on the floor learn to use positional language in context to say which way the cars are moving. Children play naturally and spontaneously in the childminder's home where they are highly valued as individuals and make many choices about their learning and development. Consequently, they are relaxed and building self-confidence as they make choices and gain new skills.

The childminder promotes an inclusive environment where all children are valued and treated as individuals. Children are encouraged to treat one another respectfully and are aware of the house rules which are set out positively and displayed on the wall. The childminder has a strong partnership with parents and ensures that a two-way flow of information is shared to ensure each child receives good continuity of care.

Children enjoy a healthy lifestyle with the childminder who promotes the benefits of being outside in the fresh air. Children walk to local schools, walk in the park, and enjoy planned trips out during school holidays. Children are kept safe by the use of rigorous risk assessments which have been adapted to include all outings.

The childminder helps children understand the benefits of a healthy lifestyle. Children walk to local schools everyday gaining exercise and fresh air; they are given snacks of fresh fruit and regular drinks of water.

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.	3

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?	3
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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