

Inspection report for early years provision

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| Unique reference number | 119400 |
| Inspection date | 03/06/2009 |
| 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 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 with her husband and two children aged 17 and 10 years. They live in a house in a residential area within walking distance of schools, shops and the railway station in Shoeburyness, Essex. The whole of the 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 three children at any one time and is currently minding two children in the early years age group. The childminder walks to local schools to take and collect children. The family has a cat as a pet.

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 takes children on regular outings. 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 experienced childminder creates a comfortable environment where children have fun and make good progress in their development and learning. Their welfare is promoted effectively as the childminder ensures that they are generally safe, healthy and have their individual needs met. The childminder works closely in partnership with parents to ensure that she can fully identify and meet the unique needs of each child. The childminder has a good ability to assess her service and plan for future developments.

What steps need to be taken to improve provision further?

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

- develop further the links with other settings that children attend within the Early Years Foundation Stage
- develop further the approach for using observation and assessment to plan the next steps in a child's developmental progress.

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

- request written parental permission to seek any necessary emergency medical advice or treatment (Safeguarding and promoting children's welfare).

03/07/2009

The leadership and management of the early years provision

The childminder is well-organised and has effective systems in place to ensure that children have plenty to do, are happy and receive care that is tailored to meet their individual needs. She is a qualified nursery nurse who also attends short training courses to keep updated on current childcare issues and trends. The childminder demonstrates a good capacity for improvements. Her self-evaluation is accurate and clearly identifies the strengths of the provision.

Children are safeguarded because the childminder is aware of her child protection responsibilities. She undertakes risk assessment of her home and also prior to any outings. The childminder can deal with minor injuries as she holds a current first aid certificate. However, she may not always be able to act in all eventualities because she does not hold parental permission to seek any necessary emergency medical advice or treatment.

Children benefit from the very positive partnership with parents. She makes everyone feel welcome in her home and ensures that she gathers all the essential information she needs to promote the welfare of each child. The childminder has implemented contracts relating to the business arrangements and writes a daily communication diary so that parents are kept fully informed of children's progress and achievements. She spends time talking to parents from the outset to identify children's needs and particular interests and parents contribute to the progress records. Parents make very positive comments about the childminder and value the flexible care provided. The childminder is starting to build the links with other settings that deliver the Early Years Foundation Stage (EYFS) and has identified the need to liaise further with pre-school practitioners to ensure that there is continuity in children's learning.

The quality and standards of the early years provision

Children thrive because the childminder actively encourages them to make choices about many aspects of their care and learning and they are fully involved in the activity planning. A wide range of interesting learning experiences broadly linked to the areas of learning are provided. The play environment is effectively organised so that children can select resources and take decisions in their play. Children focus well on activities such as model making with recycled tubes, cartons, card and sticky tape. They take decisions on how they wish to decorate their rockets with paint, glitter and glue. Children show very good independence skills and learn how to solve problems for themselves. Their investigative and exploratory skills are used well as they find out what happens when they mix together flour, water and paint.

The childminder listens and responds to children sensitively and this enables them to feel accepted and to make progress in all areas of learning. Children enjoy sharing with visitors the photographs and books that depict positive observations of their experiences. However, the childminder has not yet used her observations to identify children's next steps in learning.

Children are polite and behave well. They are able to successfully negotiate sharing and taking turns and know the boundaries and learn to respect each other's differences and similarities. The childminder is very willing to be flexible when accommodating each family's needs. Books and resources portray positive images of diversity and the childminder ensures that she treats each child as a unique individual.

Children are helped to learn how to keep themselves healthy because they have frequent opportunity for physical play. They enjoy energetic games such as bouncing on the trampolines or using the swing and slide in the garden. Children respond expressively to music and have started to show a great fascination for growing vegetables, both in the garden and at a nearby allotment. The childminder is mindful of the effects of very hot temperatures and ensures that children are protected from the sun and they have regular drinks.

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

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| 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

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| 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

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| 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

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| 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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