

Inspection report for early years provision

Unique reference number	EY221573
Inspection date	23/06/2009
Inspector	Vivienne Rose
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 lives with her husband and four children aged 17, 14, 13 and seven years, in a house in Hainault in Essex. The whole of the ground floor of the house is used for childminding and there is access to first floor toilet facilities. There is a fully enclosed garden for outdoor play.

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 age range. She is currently minding two children in this age group. She also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local parent and toddler group, library and parks. She is a member of the National Childminding Association. She collects children from the local school and attends several groups, the park and library on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the childminding is good. The childminder's inclusive practice ensures that children's needs are met. Children have many opportunities to learn about the wider world through play, the good range of resources, discussion and through the positive welcoming environment. The childminder ensures that she is aware of all the children's needs, in order to offer them good care and education. The childminder has thorough systems in place to evaluate her practice and to bring about improvements. Children's welfare is effectively protected through well established routines and organisation. There is a good partnership with parents which contributes to the well-being of the children.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to be actively involved in the record keeping for children

The leadership and management of the early years provision

The careful maintenance of all the required records helps to ensure the safe and efficient care and education of children. Records are up to date and contain all the information the childminder needs in order to meet the individual needs of children. The childminder has completed appropriate training, including first aid and safeguarding children in order that children can be well cared for. A well organised and child centred environment effectively supports children's play and learning. Good use is made of the available environment and resources, to enable

children to access toys freely and to take part in activities provided for them.

The childminder is able to identify strengths and areas for development and take action when required to develop the service she provides. For example, to involve parents more in the record keeping and extending the child's interests at home. Effective risk assessments of the home, as well as for outings successfully help the childminder to identify areas of hazards to children. As a result, children play in a secure environment. The daily record of attendance is up to date and children's information, parental permission for emergency treatment, medication and outings is in place.

Open and positive relationships with parents help to ensure that the childminder gets to know children well and as a result, can care for them as individuals, their interests and personalities. The childminder has a good understanding of child protection procedures and works with parents to ensure that children's welfare is promoted.

The quality and standards of the early years provision

Learning is well supported. The childminder is able to use the Early years Foundation Stage guidance to help children make progress. She records observations and plans for the next steps for children's development. She plans activities which engage children and supports their learning, for example, a 'special objects' bag to help them to develop their language and communication skills.

Children enjoy a balance of activities which are planned and evaluated to ensure that they make steady progress towards the early learning goals. Children are well supported to become active learners and to follow their own interests. The childminder knows when it is appropriate to intervene and to question effectively in children's play to help them to progress. Parents have access to the children's progress files and photos of the children at play and receive regular verbal feedback about their child's day. As part of her self-evaluation, the childminder is looking at ways to develop parents further in children's record keeping.

The learning environment supports children's independence as children can access resources easily. Good use is made of the garden and the environment. Children plant mustard seeds, and tomatoes to support their understanding of the world around them. They regularly use the park, build and dig in the sandpit or play on bikes and the swings at home. Children have good opportunities to learn about diversity through books, artefacts, dressing up and role play. Children are helped to develop their social skills when they are asked to wipe up the spilled water, find their shoes and when they are encouraged to share and take turns. The use of stickers as rewards help them to understand and be appreciated for work well done. This supports their self-esteem.

Children sit together as they eat, providing them with a supported enjoyable experience. Regular trips to the library and easy access to a wide variety of books in the home helps children develop their interest in the written word. The childminder encourages children to develop their language skills by carrying out quiet activities and encouraging the children to make conversation showing that

what they have to say is valued and understood.

A good range of games and puzzles help children to learn shapes and colours. Painting, modelling and constructing with waste materials supports children's ideas and imagination well. Effective steps are taken to keep children safe. Children learn about crossing the road when out and to tidy away toys and equipment at home. They learn how to keep themselves healthy. They have regular opportunities to play in the garden and snacks and meals are provided which support children's health and wellbeing, for example, rice cakes, strawberries and grapes. Further children learn to wash their hands before eating and clean their teeth after lunch.

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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