

Inspection report for early years provision

Unique reference number	203243
Inspection date	22/07/2009
Inspector	Ann Marie Cozzi

Type of setting	Childminder
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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 1996. She is registered to care for a maximum of six children at any one time, three of which may be in the early years age group. When working with an assistant she is registered to care for a maximum of six children, five of whom may be in the early years age group. The childminder is also registered to care for children on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and one grown up son. They live in a residential area of Harlow, Essex. There is one small step into the setting. The whole of the house, managed by the childminder, is used for childminding and there is a fully enclosed garden available for outside play.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children and their families are warmly welcomed and valued in an environment which recognises each child's uniqueness and provides support to ensure that no child is disadvantaged. Children make good progress in their learning and development, however, the childminder is working towards ensuring observation and planning consistently links to children's next steps in learning. Current systems do not ensure children's welfare is always promoted. The childminder has effectively addressed the recommendations raised at her last inspection although evaluation of the service is yet to target priorities for improvement. Information sharing with parents, carers and others is satisfactory.

What steps need to be taken to improve provision further?

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

- develop further sensitive observational assessment in order to plan to meet young children's individual needs
- develop a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

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

- conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year, and include in the record the date of review and any action taken following a review or accident (Safeguarding and promoting children's welfare) 05/08/2009
- carry out a risk assessment for each type of outing and review it before embarking on each specific outing 05/08/2009

(Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

Since her last inspection the childminder has undertaken Early Years Foundation Stage (EYFS) training. She has a satisfactory range of written policies which are implemented in practice, for example, the complaints policy ensures that parents and carers have clear information about the procedure to follow should they have any concerns. The childminder has met the recommendations set at the previous inspection. This demonstrates her capacity to bring about improvement to provide better outcomes for children. She has begun to undertake a reflective view of her practice, although, she is yet to clearly identify her key strengths and target areas for improvement.

The childminder has developed sound relationships with parents and information about their child's progress is discussed. Children have the opportunity to explore differences and similarities between their cultural and/or religious backgrounds. For example, they demonstrate mutual respect and interest as they have fun learning simple words and numbers in the Greek language supported by the childminder.

Children's safety within the home and whilst on outings is considered and there are some safety measures in place. However, there are no records relating to risk assessments in place for areas of the premises children access or for each type of outing undertaken with the childminder. All other required records are maintained. The childminder demonstrates a good understanding of her role in safeguarding issues and recognises what steps to take in order to protect children from harm. Children's good health is promoted through the daily routine, for example, all children are provided with a balanced range of snacks which include fresh fruit.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals. Information about each child's individual needs is recorded and maintained. In addition the childminder observes children at play and uses this information to provide activities which take account of their personal needs and individual interests. However, there is a weakness in ensuring that children's next steps in learning always stems from their starting points in order to consistently build on what they already know.

The environment is thoughtfully planned to ensure that children can access resources easily and independently. This means that they have lots of opportunity to choose what interests them and initiate their own play and learning. The childminder responds to children's excitement and engages in play at their request. The organisation and provision of resources and activities demonstrates the childminders good understanding of the six areas of learning and how to successfully encourage children's learning through play, for example, whilst enjoying action rhymes they begin to develop an awareness of number names and

when playing with sand and water they experiment with quantities and measure as they fill and empty containers. The childminder employs lots of praise and support in her daily practice which promotes children's self-esteem and provides a positive approach to behaviour management, as a result children are beginning to learn to behave in ways which are safe for themselves and others.

Children are curious as they explore the indoor and outdoor environment. They begin to develop their physical skills, gaining control of their bodies and using others as a source of information and learning, for example, seeking the support of an adult when negotiating a way to climb on to the see-saw. Young children are developing skills in relation to their own self-care such as helping themselves to a drink when they are thirsty or alerting the childminder when they are uncomfortable, for example, when they have a soiled nappy. Children are attentive and enjoy listening to stories, responding to what they have heard by mimicking relevant animal sounds as they interact enthusiastically with the childminder and their peers. Children enjoy taking part in creative play exploring the textures of paint, dough and small world toys. They have daily opportunities to enjoy the fresh air and exercise, for example, when they walk to the local park or visit the adventure playground. They are learning to keep themselves safe as the childminder talks to them about road safety on trips out.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for safeguarding children, also applies to the voluntary part of the Childcare Register).

05/08/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as stated in the compulsory child care section of the report (Arrangements for safeguarding children).

05/08/2009