

Inspection report for early years provision

Unique reference number	202163
Inspection date	22/09/2009
Inspector	Deirdra Keating
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 1993. She lives with her husband and two adult children in Billericay, Essex close to shops, parks, schools and public transport links. The ground floor of the childminder's home is used for childminding. A secure enclosed garden is used for outdoor play activities.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than of which three may be in the early years age range. She is currently minding three children in this age group. The children live in the local area and some also attend sessions at local pre-schools. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides effectively for children in the Early Years Foundation Stage (EYFS), they make consistent progress in their learning and development and their welfare and safety are carefully prioritised. Extremely good partnerships with parents are actively fostered and this is a key strength benefiting all who use childminding service. Children are confident, settled and enjoy spending time at the setting. The childminder is committed to improving her practice and has targeted plans for improvement in her self-evaluation.

What steps need to be taken to improve provision further?

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

- develop opportunities to work in partnership with other providers delivering the EYFS to ensure progression and continuity of care.

The effectiveness of leadership and management of the early years provision

Children's welfare, care and safety are promoted effectively. All children are highly valued as individuals and therefore feel safe and welcomed in the childminder's care. Good routines are planned to meet the children's individual needs and fit in with their attendance in other settings. The childminder collects children from local schools and has some communication with key staff, however, this has not been fully developed to support children's learning and development across all the Early Years Foundation Stage settings that the children attend. Children's learning is, however, shared very well with parents who comment very positively on the

childminder's systems of communication and sharing of children's learning and development.

The childminder is committed to her professional development and is working hard towards a Level 3 certificate in Childcare and Development. The childminder works in a sessional pre-school additionally to childminding and uses this well to support her practice. Consequently, written procedures are written well and understood and the childminder is confident in her implementation of the Early Years Foundation Stage.

Children's safety is given the utmost priority, all adults in the house are checked as suitable to be with children. The childminder has a robust safeguarding policy which is shared with parents on admission. The house and garden are checked carefully and are extremely safe and secure, written risk assessments specifically detail any risks and the action taken to minimise any potential danger to children. These comprehensively cover all areas and include outings.

Equality and diversity are also a high priority for the childminder who ensures that activities are open to all children to ensure they can take part. Children are also supported well as they learn about different cultures and festivals from around the world. The childminder is able to use her knowledge and experience to give her information about religious and cultural festivals and consequently children in her care are able to learn and respect other people's differences.

The quality and standards of the early years provision and outcomes for children

The childminder has a good understanding of the EYFS and plans for children's individual interests using her secure knowledge. She makes observations of children's play and evaluates these to plan their learning and developmental needs. Consequently, children make good progress across all areas of learning and development and this is evidenced well in their individual folders; in addition to things they have made, observations and photographs of their development. Children's learning is shared well with parents who are given a wealth of information regarding a wide range of topics. The childminder flexibly adapts her practice to help parents and families according to their work patterns and needs and this extremely helpful and supportive approach is truly valued by parents.

Daily routines meet children's needs well, they attend pre-school and part-time school sessions in the morning arriving home to a freshly cooked meal and choice of activities in the afternoon. Children clearly enjoy the hot meals that are appetising and nutritious, the childminder is creative and adaptable at providing choices that children like whilst ensuring food is healthy. Children's healthy lifestyles are encouraged by the childminder who enables them to play outside as much as possible. The well-kept accessible garden leads from the kitchen and houses many appealing resources that the children use to develop their physical abilities. Children can play football; use large bats and balls and play skittles in the garden. Additionally, they walk to local schools where they are taught about the dangers of the road and learn safe and consistent routines.

The childminder uses her secure knowledge and experience to help children extend their knowledge and progress in their learning. Children learn about numbers, for example, they count cars, reliably counting up to ten and beyond. They start to add together and understand that two numbers can be added together to make another as the childminder uses opportunities that develop in their play to provide extension activities. Children are able to make choices about resources and are becoming increasingly independent as they put their shoes on to play outside in and choose their resources to play with in the garden.

The childminder promotes inclusive practice welcoming all children and helping them to respect one another. Children who are bi-lingual are supported well and have their home language reflected well in the setting. The childminder celebrates a range of festivals to help children learn about different cultures and the childminder uses her knowledge and experience to provide the resources to support this.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
---	-----

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