

Inspection report for early years provision

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Inspection date	22/12/2009
Inspector	Patricia Mary Champion
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.

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 1992. She lives with her adult children. They live in a house in a residential area in Leigh on Sea, Essex. The whole ground floor of the childminder's house is used for childminding. Access is via one low step into the house. There is a fully enclosed garden available for outside play. The childminder's children act as occasional assistants.

The childminder is registered to care for a maximum of six children at any one time and is currently minding five children in the early years age group. The childminder walks or drives to local schools to take and collect children. The family have no pets.

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 runs a local carer and toddler group and takes children to the local parks and library. She is a member of the National Childminding Association and an approved childminding network. The childminder supports children with special educational needs and/or disabilities. She is accredited to take funding for early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation stage (EYFS) and of how young children learn. Children are happy, settled and secure as the childminder is caring and attentive to their welfare, learning and development needs. Effective working relationships with parents and others who may be involved with each child contribute well to children's continuity of care and learning. The childminder evaluates her practice and continues to make improvements to her provision by attending further training and acting on advice from her network development worker.

What steps need to be taken to improve provision further?

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

- develop further the risk assessment for outings to cover anything with which a child may come into contact
- update the complaints policy to meet the requirements of the EYFS
- develop further the use of assessment to consistently plan the next steps in the children's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Children benefit from the care of a motivated and experienced childminder. She efficiently organises her daily routine around taking children to and from school and pre-school. The childminder has a keen interest in developing her practice and attends a good variety of training courses and workshops in order to continuously improve the quality of the experience each child receives. The written policies and procedures are included in the welcome leaflet to share with parents. Children are effectively safeguarded in her care and the childminder knows how to record and report any child protection concerns in line with the Local Safeguarding Children Board (LSCB) procedures. The adults likely to be in contact with the children have undergone necessary background checks. The childminder conducts a risk assessment of her home, identifying aspects of the environment that need to be checked on a regular basis. However the risk assessment for outings is basic and does not include specific details regarding the different types of venues the children visit.

The childminder is experienced in offering an inclusive service for children, working in partnership with families, other agencies and pre-schools in order to achieve this. She has attended specific training in relation to working with children with special educational needs and is successful in ensuring all children make good progress from their initial starting points. Children learn about the world through attending cultural and traditional events within the community, such as the harvest festival and nativity play. A suitable variety of books and resources reflect positive images of diversity so that children can observe and gain respect for each others' similarities and differences.

The childminder is skilled at building close relationships with parents in order to carefully support the needs of the individual children. Important information is displayed on the notice board for parents to view. Developmental records are regularly shared and a daily diary keeps parents informed about the care arrangements. Parents become involved in their children's learning by contributing their observations of activities undertaken while on holiday for their children's profiles. The childminder provides flexible care arrangements and makes special efforts to support families, for example, by making costumes for the nativity play. The childminder also seeks parental opinions through discussion and has testimonials and thank you cards on file from parents, complimenting the effectiveness of the care and learning. Although the childminder has a brief complaints policy, there is potential for misunderstandings as this does not include all the requirements of the EYFS. The childminder is driving improvement through developing her knowledge and understanding of the EYFS and by liaising with key persons from the pre-schools the children attend.

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

Children enjoy a safe, clean and comfortable home environment, where there is plenty of room for them to play and a good selection of toys and play materials to meet their individual needs. The organisation of child-friendly storage and transparent toys boxes means that children have good opportunities to select their resources and make decisions about their play. Examples of the children's artwork and stimulating posters are displayed in the playroom for their appreciation. Sensory materials such as 'gloop', shredded paper, play dough and shaving foam are provided so that children can also express themselves freely when there is no pre-determined end result.

Children's language is effectively promoted as the childminder spends a lot of time talking to the children. She actively engages herself in their play and listens and extends their language in line with their development. Children have good access to a range of books and make independent choices of what they would like to read. They enjoy looking at books on their own but also eagerly share their chosen book with the childminder. Children have many opportunities to meet socially with other children, learn about the local environment and enhance their knowledge of the natural world when they visit the toddler groups, parks, farms and the library.

Children enjoy a full range of activities that help them make good progress towards the early learning goals. The childminder undertakes regular observations in order to effectively monitor children's progress and updates individual assessments. Both planned and spontaneous observations are supported by a wealth of photographs and compiled within beautifully presented 'learning journey' books. The childminder also tracks the children's progress and achievements. However, she is not yet consistently identifying the next steps for all the children within the EYFS to ensure that planning is reliably matched to the learning priorities.

Children's health needs are very well-supported because the childminder is fully aware of their individual needs. They are well-nourished and enjoy freshly cooked meals from a thoughtfully planned menu. Activities are also planned so that children can learn about the food that is good for you. Children are protected because the childminder keeps information about communicable childhood illnesses or safety issues on file for easy reference. Good hygiene routines have been established and nappy changing is undertaken in a sensitive and hygienic manner. Any minor accidents can be dealt with in an approved way because the childminder holds a current first aid certificate. Children's need to rest and sleep is built into their daily routine. A quiet room is available so that children can sleep peacefully and undisturbed.

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	2

The quality of the provision in the Early Years Foundation Stage

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

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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

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

Met