

Inspection report for early years provision

Unique reference number	119437
Inspection date	02/12/2009
Inspector	Lisa Paisley
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).

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 2000. She lives with her family in a house in a residential area of Southend-on-Sea, Essex. All areas of the home are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and when working with an assistant the childminder is registered to care for a maximum of nine children. The registration also includes overnight care for one child only. The childminder is currently minding two children in the early years age group.

The childminder also offers care to children aged over five years to 11 years. She walks to local schools to take and collect children and the childminder takes children on regular outings to the local parks and library. The family has a cat as a pet.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children attending the provision are making satisfactory progress in all areas of their development as the childminder suitably understands the requirements of the Early Years Foundation Stage (EYFS) and her role in promoting children's welfare and providing appropriate play and learning experiences. The childminder's strengths are; working in partnerships with parents, safeguarding children, promoting children's healthy lifestyles and ensuring that they feel safe. Self-evaluation systems have been developed, however, the childminder has not yet fully developed her understanding of both its meaning and use to improve the effectiveness of the provision.

What steps need to be taken to improve provision further?

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

- develop further knowledge and understanding of the early learning goals and improve planning and observation arrangements
- develop further partnerships with parents to ensure children's individual profiles are shared with parents on a regular basis
- develop self-evaluations further to ensure continuous improvement is sustained.

The effectiveness of leadership and management of the early years provision

All the essential documents to support the efficient and safe management of the childminding service are in place. There are good policies and procedures to fully safeguard children and the childminder has a good understanding of her responsibilities for protecting children from harm or abuse and knows how she must act if she has concerns about their welfare. Risk assessments are comprehensive and are reviewed when new children start, further minimising any hazards to children. Good standards of cleanliness and effective safety measures are maintained throughout the environment both indoors and outside. The childminder is vigilant about the security of the children and monitors visitors to the premises. Risk assessments are undertaken regarding any outings as the childminder carries emergency contact details and has good contingency arrangements in place in the event of an incident.

Daily routines are suitably organised to ensure children receive suitable attention and support and the designated playroom is effectively organised to provide children with a suitable range of play experiences and promote child initiated play. A good range of stimulating resources are available for children and are effectively deployed to allow children to choose with safety, ensuring independence is fostered. The provision is organised to ensure inclusion is suitably promoted, the childminder will make adjustments if required and resources, activities and celebrations reflect the wider world. The childminder seeks advice from her development worker and is currently working towards Cache Level 3 Diploma in Home-based Childcare.

Good working relationships have been established with all the parents as the childminder ensures parents are fully informed about her role in meeting children's needs. Good quality information is exchanged on a daily basis and there are clearly written contracts and consent agreements regarding individual care needs. New parents receive a pictorial portfolio detailing parents about her childminding service and all parents receive copies of written policies and procedures. However, children's individual profiles are not yet formally shared with the parents. Complementary written comments were viewed and parents expressed their satisfaction by commending the childminder's ability to provide activities and play experiences that the children enjoy. The childminder effectively shares and gathers information about planned activities with the local schools the children attend.

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

A positive and inclusive environment is promoted by the childminder to ensure children feel safe and secure while in her care and children's needs are fully met. Young children settle quickly as the childminder provides individual attention, capturing children's attention and successfully maintaining their interest, for example, children playing with cars and story time sessions. Children are given opportunities to develop their language and communication skills as the

childminder uses a range of descriptive language, explanations and will repeat key words to consolidate their learning. There are regular trips to the local park; library, shops and children's centre helping children to learn about the local community. The childminder effectively anticipates and negotiates any behaviour issues and there are clear house rules to follow. Older children attending the setting after-school and in the school holidays are positive role models for the younger children. Consequently, children show respect towards each other and care about the learning environment. A suitable variety of toys and books that show positive images of diversity are in constant use and this increases children's familiarity with different cultures and traditions.

The children take part in a variety of both child-initiated play and adult led activities that broadly support all areas of learning, both indoors and outside. Children have daily opportunities to learn about early mathematical concepts, this includes counting activities, sorting, comparing and matching games. The childminder has developed planning and observation arrangements, however, the childminder's understanding is not fully developed in relation to the early learning goals, therefore planning and observations systems are not fully effective in supporting children's overall progress.

Children develop a safe and healthy lifestyle through their daily routines. Emergency evacuation procedures are practised and a safety talk on outings is included as part of the risk assessment. The childminder and assistants have attended first aid training and therefore knows what to do in the event of an accident or when a child is unwell. The childminder is knowledgeable about individual children's dietary and medical needs as she gathers all the required information before the child starts at the setting. Therefore children's health and well-being is fully supported.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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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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