

Inspection report for early years provision

Unique reference number	EY291643
Inspection date	20/11/2009
Inspector	Tina Anne Mason
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.

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Description of the childminding

The childminder was registered in 2004. She lives with her husband and two children aged eight and 12 years in Westcliff-on-Sea in Essex. Access to the setting is via a low step. The whole of the down stairs of the property is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged five years to 11 years. The childminder is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The childminder supports children with special educational needs and/or disabilities and who speak English as an additional language. She collects children from the local school and goes to several toddler groups regularly. She is a member The National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development and happily play in a warm and welcoming family home. The childminder is focused on helping children adopt healthy lifestyles and understand the importance of healthy eating. All safety measures are in place, and formalised risk assessments are conducted well in order to minimise any potential hazards. Plans for the future are well targeted to bring about further improvements, and the childminder has started to effectively use self-evaluation to monitor her provision for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop current systems for planning to meet the children's individual needs as they progress towards the early learning goals
- develop links with other settings, which deliver the Early Years Foundation Stage (EYFS) framework, to fully promote children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder implements policies and procedures to promote children's welfare and safety. She carries out thorough risk assessments to ensure that young

children can move around freely in a safe and secure environment, both indoors and on outings. The childminder has a good understanding of how to recognise signs and symptoms of abuse and has clear safeguarding policies and procedures to follow with concerns, these policies and procedures are also shared with parents, ensuring children are protected from harm. There are good systems in place for managing children's accidents and medication, these systems are supported with well-organised records which are clear and concise.

The childminder has a positive outlook and encourages all children to develop positive attitudes to all people, including people from other cultures and those with special educational needs and/or disabilities. This is done through discussion, books and use of play equipment. The childminder promotes good relationships with parents. She supplies clear information about her provision, which includes written policies and procedures and displayed certificates. She collects information about their routines and preferences when children start, to help them settle and feel comfortable in her home. There are daily opportunities for sharing information verbally to help meet children's individual welfare needs, which is supported by daily diaries that are shared between the childminder and parents. The childminder is yet to build links with other settings which deliver the Early Years Foundation Stage (EYFS) framework, this is mainly due to children who currently attend not attending any other settings. However, the childminder is aware of the importance of setting up links and working together with other professionals to promote children's learning and development.

This intuitive childminder has experience of caring for children who speak English as an additional language. Each child is supported, valued and included, ensuring their individual needs are met. The childminder has a strong commitment to providing a high quality service. She is eager to take up any relevant training to aid this. She evaluates her practice, including parent's comments from questionnaire's and identifies areas she wishes to improve. Resources are appropriate and deployed effectively.

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

The childminder has good knowledge of the learning and development requirements. She fully supports children's learning through planned activities and experiences both home based and within the local community. Children visit the park and socialise with other adults and children at toddler groups and children's play centres. They make independent choices about their play and access the designated play room where toys and games are accessible. Children are really settled and comfortable and respond to the routines and rhythms of the day as the childminder ensures they can play, rest and eat according to their own needs and routines. The childminder plans activities to cover the six areas of learning and so supports children's social, creative and physical skills. These also develop children's knowledge, understanding of the world, number and communication skills. Children participate in a variety of activities and learning experiences that are suitable for their ages and stages of development. The activities are planned according to children's initiations and their expressions of interests. She observes

children and is implementing the EYFS. She takes photograph's of the children and records any significant observations and is then linking them to the areas of learning and the early learning goals. Each child has a profile that is shared with parents and this shows how children are progressing. However, the planning and assessments are still being developed.

Children develop their self-help skills as they take themselves to the toilet, wash their hands and try to dress themselves. Children use different mediums to mark make and enjoy listening to stories. Children have lots of opportunities to express creativity and enjoy activities where they use paints, glue, scissors, dough and shaving foam. They develop their physical skills and learn about healthy living as they go to parks and playgrounds and attend activity sessions. They problem solve, reason and develop their counting skills as they count the trees in the street when out and about, use construction toys and cause and effect toys.

Children are very well nourished and develop an awareness of healthy eating as the childminder provides a well-balanced and nutritious diet to aid their growth and development. The childminders home is safe and secure. Fire evacuation plans are in place and practised with the children. The childminder acts as a positive role model for the children and they receive clear messages about expected behaviour, as a result, the children are polite and behave well. There learn about sharing and taking turns from an early age.

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

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