

Inspection report for early years provision

Unique reference number	EY388096
Inspection date	28/09/2009
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 2009. She lives with her husband and one child aged four years in Benfleet, Essex. All areas of the childminder's house 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 five 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 has 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 takes children on regular trips out to the local toddler group and there are outings to the local parks and library. She is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the well organised and safe environment and their learning and development is supported well because the childminder ensures that they have access to a good range of interesting activities and stimulating resources. Children are equally valued and respected and the childminder is careful to meet their individual needs. The childminder successfully works in partnership with parents and has formed relationships with other providers delivering the Early Years Foundation Stage (EYFS). She uses self evaluation and knowledge gained from training to make continuous improvements in her provision.

What steps need to be taken to improve provision further?

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

- develop a systematic and routine approach to using observations to plan the next steps in children's learning and devise ways for parents to contribute to the development records.

The effectiveness of leadership and management of the early years provision

The childminder organises her daily routine effectively and ensures that children receive plenty of attention and support. 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. 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, for example, ensuring a stair gate is in place and is securely fitted to further reduce any hazards to children. High standards of cleanliness and effective safety measures are maintained throughout the play environment. The childminder is vigilant about the security of the children and monitors visitors to the premises. Risk assessment is undertaken regarding any outings as the childminder carries emergency contact details and has clear contingency arrangements in place.

The childminder has a positive attitude towards the further development of her childminding service and the children benefit from the childminder's commitment to extending her knowledge through training. There is a designated playroom which has been effectively organised to provide children with a good range of play experiences and promote child initiated play. High quality, stimulating resources are sourced and effectively deployed to allow children to choose with safety and fostering independence. Her strengths are recorded on her self evaluation and areas for further development are recognised. Plans for the future effectively ensure that outcomes for children continuously improve.

The childminder establishes good secure working relationships with all the parents. Good quality information is exchanged on a daily basis and there are very clearly written contracts and consent agreements regarding individual care needs. Parents have read the policies and procedures, this ensures that parents are fully informed about the childminder's role. Complementary written comments were viewed and parents verbally expressed their satisfaction by commending the childminder's ability to provide a care and learning environment that is safe and exciting for children. Although, systems are not yet in place to record parents comments on children's development profiles. 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

Children are happy, settled and secure as the childminder effectively forms good relationships with the children and successfully creates an environment that values all individual children's needs and interests. Young children settle quickly as the childminder provides individual attention, capturing children's attention and successfully maintaining their interest, for example, the painting activity. Children are given lots of opportunity to develop their language and communication skills as the childminder uses a range of descriptive language, open ended questioning and key words. Children are developing a love of books and they enjoy simple nursery rhymes, such as 'Twinkle Little Star'. Regular trips are made to the local park, library and shops, helping children to learn about the world around them. The childminder is knowledgeable about each child's abilities and what they enjoy doing. She skilfully anticipates and negotiates any behaviour issues and there are clear house rules to follow. 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 interesting planned activities or spontaneous events 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 understands that children have different learning styles and some need to take risks or solve problems for themselves, particularly in their physical development. The childminder is beginning to develop planning and observation arrangements. However, a systematic approach to using observations to identify learning priorities has not yet been developed to ensure that children make as much progress as they can.

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 has 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 wellbeing 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?	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

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