

Inspection report for early years provision

Unique reference number	EY363448
Inspection date	08/10/2009
Inspector	Anne Daly

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).

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 2007. She lives with her husband and two children, aged one and five years, in Shoeburyness, Essex. The whole of the childminder's house, accessed via one small step, is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to a local school and pre-school to take and collect children. She takes children to the library, parks, beach and toddler groups.

The childminder is registered to care for a maximum of three children at any one time, currently minding two children in the early years age group. She also offers regular care to two children aged over five years. The provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and disabilities.

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.

The childminder provides an inclusive and welcoming environment for all children and their parents and carers. She has satisfactory knowledge of each child's needs and is beginning to support their learning through the Early Years Foundation Stage (EYFS). She uses self-evaluation and knowledge gained from training to ensure continuous improvements to her provision for the benefit of individual children. Partnership with parents and carers is trustworthy to ensure that the needs of all children are met, although she has yet to fully develop systems to liaise with them and other providers delivering the EYFS.

What steps need to be taken to improve provision further?

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

- develop further children's individual learning and development records and ensure that parents or carers have regular opportunities to contribute to these records
- develop systems to liaise with other providers delivering the early years foundation stage
- provide activities and play provision to enable children to become aware of, to explore and to question cultural differences and disabilities.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children, with this knowledge being kept up-to-date through regularly attending safeguarding training to enable her to follow correct procedures and to act in children's best interests if she has concerns for their welfare. She maintains the required records to ensure that the needs of all children are met; including clear contracts, personal details and signed parental consents. Parents and carers sign to acknowledge her policies and procedures for the safe management of the setting. Children play in safe and secure surroundings through their childminder identifying and minimising hazards following robust risk assessments of her premises and children's outings. She checks the identification of visitors and the front doors are kept secure to prevent intruders gaining access.

Children have independent access to play provision to enable them to initiate their own play. Their childminder sometimes gives their parents or carers a written account of how they have spent their time in her care or feedback at the end of each day. Parents and carers are well informed if children suffer an accident through being asked to sign her accident records and being given the duplicate copy. The childminder has a wish list of additional resources she would like to provide to further support children's learning, including play provision reflecting cultures and disabilities. She helps children to understand people who are different from themselves, for example, by answering children's questions about why a person was using a wheelchair when they were walking home from school. She is motivated to seek further improvement by attending additional training to gain another childcare qualification.

Self-evaluation has identified of her strengths and weaknesses, while future targeted plans should achieve further improvements to her setting and to the outcomes for children. Her plans include liaising with other providers delivering the EYFS to ensure progression and continuity of children's learning and care.

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

Children are content and settled as evidenced by their willingness to take part in the activities on offer. The childminder is developing her knowledge of the Early Years Foundation Stage (EYFS) requirements to ensure that children make sound progress in their learning and development. She is developing her planning following establishing children's starting points. She is beginning to record children's learning against the developmental matters, including written observations linked to specific areas of learning as evidenced by photographs and samples of their work. However, parents or carers have not yet contributed to these records.

Children explore and discover people around them and their childminder promotes equal opportunities and anti-discriminatory practice by ensuring that all children

and families feel included, safe and valued. However, only some activities and play provision enable children to explore and to question differences in cultures and disabilities.

Children initiate their own learning by making choices and decisions while playing and exploring both indoors and outdoors. They use their imagination in a variety of ways, for example, making a pirate ship from chairs, before drawing treasure maps. They are able to share thoughts and ideas through a variety of art activities, for example, drawing a picture of 'what autumn means to them'. The enabling environment provides children with equipment and resources to support specific skills, such as kicking balls or climbing the steps of the slide, while developing the need for safety when tackling challenges. Children have plenty of opportunities to gain confidence to speak to others about their own needs, for example, when making choices about snacks and drinks on returning from school.

The childminder encourages children to be active, inquisitive and independent learners and to develop their skills that will contribute to their future economic well-being. Children have a good understanding of the need to comply with safety, health and care routines, for example, by holding onto the buggy handles when out walking and when washing hands before eating snacks. They know that hands may have germs, which will make them ill if they touch food before washing with antibacterial soap and drying hands on paper towels, before disposal in bin. The childminder has devised simple house rules to enable children to understand right from wrong and how to keep themselves safe. Her warm relationships with children support their learning, including the provision of plenty of praise and encouragement to raise their confidence and self-esteem.

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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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