

Inspection report for early years provision

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Inspection date	30/10/2009
Inspector	Ann Marie Cozzi
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 2009. She is registered to care for a maximum of five children at any one time, of whom two may be in the early years age range. She is currently caring for two children in the early years age group. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her partner and one child aged nine months in a residential area of Harlow, Essex. Access to the setting is via a small step in to the premises. The whole of the property is used for childminding. The fully enclosed garden is available for outdoor play.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder understands and respects each child's specific individual needs which ensures that children's welfare and learning is effectively promoted. Children are safe and secure and enjoy learning about the world around them on trips into the local community. The childminder promotes close relationships with parents, carers and others enabling her to provide clear continuity of care and support any additional needs children may have. She has developed systems for self-evaluation which effectively support continued good practice.

What steps need to be taken to improve provision further?

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

- reappraise risk assessments to ensure that they cover all aspects of the environment with which children come into contact
- develop further systems for observation and assessment to ensure that they consistently link to all areas of learning in the Early Years Foundation Stage (EYFS)
- develop further partnership with parents to ensure a regular two-way flow of information is maintained, with particular regard to learning.

The effectiveness of leadership and management of the early years provision

The childminder has recently undertaken training in safeguarding children and demonstrates a good knowledge and understanding of the appropriate procedures to follow should she believe that any child in her care may be at risk. The childminder checks the identification of all visitors to her home and a record is maintained by her including their time of arrival and departure. A wide range of

informative policies and procedures are shared with parents or carers and implemented in practice to support the daily running of the setting and provide good outcomes for all children attending. The childminder places high importance on the safety of children in her home. As a result she undertakes a range of daily checks and has implemented a number of safety measures throughout her home although these are not fully reflected in the written risk assessments. All other documentation is in place and consistently maintained.

The childminder demonstrates a positive approach to the future improvement of her service. She seeks a range of views and opinions, for example, she talks and listens to children about what interests them and provides parents with the opportunity to give feedback through discussion and the use of a questionnaire about her service. Since registration she has attended all required training and consistently reflected on her practice, identifying key areas for improvement in order to build on the good quality care and education she offers.

The childminder plans and provides a good range of activities across all six areas of learning. Children are able to easily access a bright and colourful selection of resources which interest them. As a consequence, they are able to make decisions about what they want to do next and initiate their own play and learning. The childminder has developed a positive relationship with parents and carers and ensures that there is clear and open communication with them although information regarding children's learning is at times limited. Parents express their satisfaction with the service provided.

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

The organisation of the setting is effective in supporting children to feel safe and secure as they confidently explore their surroundings. Children are beginning to show an understanding of safety issues as they respond well to the childminder's explanations, such as ensuring that safety gates are kept closed due to potential risks to babies should they access out-of-bounds areas. Children are very self-assured, communicating their needs without hesitation. They are developing a positive attitude to learning. For example, they enjoy experimenting with the properties of paint, applying more to their hand when they discover that they have not used enough to make a complete hand print.

Children are making good progress towards the early learning goals. They have plenty of chances to engage in a wide range of learning opportunities and activities in all areas of learning both inside and outside of the home, for example, when taking part in woodwork or music groups at a local children's centre. They enjoy initiating their own learning and involving the childminder in their games. Children are developing an awareness of others; this is demonstrated as they take time to ensure that the childminder's baby can reach its toys and is happily engaged in play. They are confident communicators as they learn to express themselves through a range of different ways such as mark-making when using paints. Children are learning about counting through the daily routine, for example, when looking at story books alongside the childminder or when singing along to simple

songs or rhymes.

While the childminder is observing children across all areas as they interact and play, observations are not always consistently linked to their next steps in learning across all areas. Parents and carers are informed of their child's progress and the childminder takes account of their contributions regarding children's achievements.

Children regularly spend time in the local community, for example, they visit local children's centres, parks, library and shops. This ensures that children have the opportunity to see the diverse society they live in and develop their understanding that although people are different from each other they are similar in many ways.

Children's understanding of good hygiene is promoted through recognised and well-planned daily routines. They are beginning to recognise the need to wash their hands at pertinent times, with some support from the childminder. They enjoy talking about and eating a healthy nutritious packed lunch provided by their parents. Children are provided with regular opportunities to take part in vigorous outdoor play. This means that they are able to undertake physical activities and expend their energy safely. As a result, children are making good progress towards adopting healthy lifestyles.

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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