

Inspection report for early years provision

Unique reference number	EY370754
Inspection date	30/11/2009
Inspector	Lynn Denise Smith

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 2008. She lives with her husband and two children aged 16 years and 13 years in Chelmsford, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's home is used for childminding. A secure enclosed garden is used for outdoor play activities. The childminder collects children from the local school and goes to several toddler groups regularly.

The childminder is registered to care for a maximum of six 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 five children in this age group. This provision is registered on the Early Years Register. The children live in the local area and some also attend sessions at local pre-schools. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development needs are satisfactorily met by a caring childminder who is beginning to introduce the requirements of the Early Years Foundation Stage (EYFS). Their individual needs, likes and learning styles are acknowledged by the childminder who endeavours to follow children's interests when preparing activities for them. Children's progress is satisfactory, however, the use of observations to inform future planning is limited. The childminder has not effectively implemented procedures for reviewing and evaluating her provision and is in the process of developing links with other settings. She shows a commitment to maintaining continuous improvement and has some clear plans for the future.

What steps need to be taken to improve provision further?

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

- make ongoing observations and assessments of each child's achievements and interests and use these to identify learning priorities and plan relevant and motivating learning experiences for each child
- reappraise both the environments and activities to which children are being exposed, amend and make necessary adjustments to secure their safety at all times
- ensure self evaluation clearly identifies specific areas for future improvements in practice, and the impact on outcomes for children
- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development.

The effectiveness of leadership and management of the early years provision

Children are cared for by a childminder who has been registered for just over a year. They are appropriately safeguarded as the childminder has attended relevant safeguarding training and demonstrates a sound understanding of her responsibilities with regards to protecting the children in her care. All adults living on the premises have been appropriately checked and cleared and the childminder ensures that minded children are always in her supervision. The home generally provides safe play opportunities for children, however, one safety issue in the garden has been identified. A section of fencing has broken, creating a play space which is not secure.

The childminder is beginning to implement procedures for embedding ambition and driving improvement. She has addressed all of the actions and recommendations set at the time of the last inspection and has begun introducing the learning and development aspects of the EYFS. The childminder has yet to implement effective procedures for reviewing and evaluating her provision and does not currently involve parents and children in her self-evaluation process.

The childminder deploys her toys and resources appropriately in low-level storage containers. These are stored behind the sofa in the lounge making them relatively easy to access. Children ask the childminder for any toys and equipment which are not easily accessible and she accesses it. She manages the resources by alternating the selection with a larger range stored in a storage cupboard. The childminder promotes equality and diversity through the toys and books she provides for minded children. She understands that families have very differing needs and encourages children to consider the needs of others through discussions. At present the children's knowledge of other people's cultures and beliefs is not fully explored through festivals and special occasions.

The childminder is beginning to develop links and partnerships with other providers within her local area. For example, she regularly talks to staff at the local pre-school, however, to date, she has not introduced effective means of sharing information about the children's progress and development with parents and other settings to promote effective learning. The childminder has good relationships with the children's parents and communicates with them daily. Parents do not play an effective role in their children's learning as the childminder has yet to fully embrace the learning and development aspect of the EYFS to enable her to share information about their progress.

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

Children's welfare, learning and development needs are met to a satisfactory standard as the childminder is beginning to implement all aspects of the EYFS. Children are settled and comfortable and receive a caring, home from home

experience during their time with the childminder. Children are making some progress in all six areas of learning as the childminder provides them with a balance of adult-led and child-initiated play experiences. They enjoy their time with the childminder and her family and confidently move around her home assessing toys and resources at their leisure. Children participate in activities which enable them to develop their physical and creative skills, such as, painting plaster cast Christmas tree decorations. They carefully make choices over the colours they are going to use and choose from the selection of shapes available to them. They enjoy making choices over their play as they self-select the wooden trains and train track. They proficiently put the pieces together making sure that it makes a continuous track to push the trains around. The childminder is in the very early stages of meeting the learning and development section of the EYFS with regards to using systematic observations of the children's play and learning to inform future individual planning. She understands the importance of observing children's achievements and currently does this in an informal way. Procedures for formalising this process and effectively recording and using the information gathered are being developed.

Children are generally safe and feel safe within the childminder's care. Daily safety checks ensures that the provision is suitable for young children and that all hazardous items have been removed and placed out of reach of younger children. Lively discussions between the childminder and children provides them with opportunities to discuss safety within the home, for example, children are encouraged to sit carefully on the dining room chairs when they are participating in a painting activity. Younger children are provided with appropriate safety equipment, such as, high chairs to eat their meals in and travel cots to rest in. Children are encouraged to develop an understanding of keeping healthy as they follow the childminder's directions. They wash their hands before eating their lunch and after using the toilet. They know that they need to do this to stop the spread of germs. Children sit together to enjoy snacks and meals at the childminder's home. most of the meals are provided by the children's parents and supplemented with fresh fruit by the childminder. The childminder encourages the parents to provide healthy meals and talks to the children about foods which are good for them and those which are not so good.

Children are valued members of the childminder's home and clearly know their way around the premises. They are confident and approach the childminder with ease. They are well-behaved and follow the childminder's clear behaviour management policy. Children have some opportunities to develop their understanding of other people's cultures and beliefs through books, however, their opportunities to extend this knowledge through festivals, special celebrations and crafts is limited. Some toys and resources reflect diversity and enable children to extend their thinking about other people's differing needs. Children are provided with some activities which enable them to develop their skills for the future. For example, they play shops and practise counting out appropriate amounts of money to spend on their items. They have opportunities to develop their pre-writing skills and to practise writing their names.

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	3
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

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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	3
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

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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