

Inspection report for early years provision

Unique reference number	EY395298
Inspection date	27/01/2010
Inspector	Greg Wolff
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 2009. She lives with her husband and child aged four years. The property is situated in Grays, Essex and is accessed via a small step to the front door. The whole of the house is registered for childminding except the study and master bedroom. There is a fully enclosed garden for outdoor play. Overnight care is not included in the registration.

The childminder is registered on the Early Years Register and the compulsory part of the Childcare Register. She is registered to care for a maximum of five children under eight years, two of whom may be in the early years age range. The childminder is currently caring for two children in the early years age range who attend on a part-time basis.

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.

Children enjoy the time they spend with the childminder and her family. They make satisfactory progress in their learning and development which is hindered by the childminder's lack of full understanding of the requirements of the Early Years Foundation Stage (EYFS). The childminder has developed effective partnerships with parents which ensures that children's needs are met and provides them with consistency. She is enthusiastic about her role and demonstrates a strong commitment to reflection and self-evaluation of her practice which clearly identifies her strengths and areas for future development.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- take all reasonable steps to ensure that hazards to children are kept to a minimum. This refers to the provision of fire detection equipment on every level of the premises. (Suitable premises, environment and equipment) 11/02/2010

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

- make systematic observations and assessments of each child's achievements and match these to the expectations of the early learning goals
- maintain a regular two-way flow of information between providers where appropriate
- use training made available by the local authority and other sources to

ensure competency in all areas of work undertaken.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children. She is aware of the signs and symptoms of abuse and neglect and the procedures for reporting concerns. She has a comprehensive policy which she shares with parents prior to the commencement of childminding. Detailed risk assessments have been carried out with regards to the premises, toys and equipment and also for each type of outing. However, children may be at risk in case of fire as there is not currently sufficient detection equipment in place on every level of the property. All policies, records and procedures required for the safe and efficient management of the provision are in place and these are all shared with parents.

Partnerships between the childminder and parents are well-developed. She uses the settling in sessions to talk to parents in order to find out about children's starting points in relation to their learning and development as well as about their personality and welfare issues. She values their ongoing input and also provides them with a daily activity sheet which gives details about what children have done and eaten as well as their achievements during their play. Though she is only caring for very young children at present, the childminder is not fully aware of the importance of working and liaising with other early years providers at present.

The childminder's home is organised to actively stimulate the children's interest and enables them to move around spontaneously and independently. Children can choose and access the toys that they want from well-labelled low-level boxes. There is space for babies to safely develop skills of crawling and walking supported by the childminder.

The childminder has completed a detailed self-evaluation which is a good analysis of the service she provides. She is committed to meeting children's individual needs and bringing about sustainable improvements in order to maximise outcomes for children. However, whilst she recognises her need for training, in particular in relation to the learning and development requirements, she has yet to access any since her registration.

Equality of opportunity and diversity are actively promoted through the childminder's inclusive practice and policies. Positive images of different people in society are well represented in children's play equipment and she is aware of the backgrounds of all the children who attend. She has, for example, taken the time to learn some words of Nigerian and Zimbabwean to support the children in her care.

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

Children are making satisfactory progress in their development and learning. The childminder has a sound knowledge of the EYFS learning and development requirements and is developing her own methods of assessing and recording observations of children's achievements and learning priorities. However, she is not yet able to identify the progress children are making towards the early learning goals and therefore children's identified next steps do not always provide sufficient challenge.

Children enjoy a good mix of adult-led and child-initiated play. The childminder is caring and affectionate and she provides them with a calm yet stimulating environment, both by her own manner and by the way in which she organises their play. She allows children to take the lead in what they do, stepping in only to support and extend their learning. For example, she allows children to build a tower before helping them to count the bricks they have used and talking about the colours of the bricks to extend their experience.

Children's language and communication are skilfully developed as the childminder talks with them, asks open-ended questions and encourages them to become independent thinkers. Their language skills are encouraged as she takes the time to help them understand what she is saying, sometimes using words from their home language and by using songs and rhymes in their play. The children share books with the childminder and are keen to be involved by copying simple words and turning pages. She encourages their confidence and self-esteem by praising them and making them feel valued.

Children learn social skills and good manners, as well as experiencing more of the world in which they live, as they regularly go on outings and attend group play sessions with the childminder. Children behave well and they follow the clear boundaries and ground rules which the childminder has put into place. These are reinforced by her calm, consistent and respectful manner.

The childminder provides children with support which enables them to begin to understand how to keep themselves safe from harm. For example, they learn about fire safety by undertaking regular fire drills. Their individual routines are recognised and respected and information is shared with parents on daily activity sheets to ensure continuity of care. They are provided with suitably healthy snacks and meals that take account of their individual dietary needs and parents' wishes. Drinks are freely available throughout the day to ensure that they remain hydrated. Clear hygiene routines are in place to ensure children's good health, for example, as the childminder uses disposable gloves whilst changing nappies which are immediately disposed of appropriately. Children enjoy fresh air and exercise when they play in the garden and visit the local park and playgrounds. There is a small variety of resources for children to use which support their learning outside. They begin to develop skills for the future at an early age as they use age-appropriate information technology.

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	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	3
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