

Inspection report for early years provision

Unique reference number	EY395546
Inspection date	21/01/2010
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 alone in Pitsea, Essex. The whole of the childminders home, excluding the master bedroom, is used for childminding. It is accessed via a small step to the front door. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register, and the compulsory and the voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years, three of whom may be in the early years age range. The childminder is currently caring for one child in the early years age range who attends 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 good.

Children progress well from their starting points in this setting where the childminder knows them very well and successfully promotes their welfare and learning. She has good knowledge of the Early Years Foundation Stage (EYFS), which enables her to provide children with high levels of support to ensure their individual needs are met. The childminder has developed good and positive relationships with parents and recognises the importance of working together to promote high quality education and care. She has started to reflect on her practice in order to identify strengths and areas for future development.

What steps need to be taken to improve provision further?

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

- use training made available by the local authority and other sources to ensure that knowledge and skills remain up to date
- develop the use of self-evaluation to reflect on practice in order to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded very well because the childminder has a good knowledge of how to recognise, record and report any concerns. A comprehensive policy is shared with parents prior to the start of every placement which clearly sets out her responsibilities. She also has very effective policies and procedures in place regarding the safe collection of children, lost children and security in general. These are reflected in her everyday practice. Children's safety is given high priority as she ensures that detailed and effective risk assessments are in place for areas

used by children, both indoors and outdoors. Risks whilst the children are with her on outings are also assessed and evaluated to ensure that children are always safe in her care. In case of emergency, children are familiar with the evacuation procedure as this is practised with them to ensure that they learn about keeping themselves safe.

Parents are provided with clear information about their children's progress towards the early learning goals and their development. They are actively involved in their children's learning journey as they are encouraged to share and provide feedback on all aspects of the childminder's provision. This includes the completion of regular questionnaires and a diary which passes between them and the childminder. The childminder is aware of the need to establish links with other providers to promote a collaborative approach to children's learning. She actively promotes equality and diversity, providing children with opportunities to learn about similarities and differences and to begin to understand more about the society in which they live.

The childminder has started to reflect on her practice and understands the importance of doing so. However, she has yet to identify fully her strengths or areas for improvement, nor has she accessed any recent training to ensure that her knowledge and skills are kept up to date. Despite this, she is committed to meeting children's individual needs and bringing about sustainable improvements in order to maximise outcomes for children.

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

The childminder has very good systems in place to ensure that children make excellent progress across all areas of learning. She has detailed observation and assessment records in place, which are linked to the EYFS, and are used to record and monitor children's development and to identify their next steps for learning. She uses the EYFS profile to provide a visual, dated guide, both for herself and children's parents, in regard to children's progress towards the early learning goals. Weekly plans are flexible and allow the childminder the opportunity to respond to children's interests and to ensure that children are happy and engaged in their learning and play. These plans are based on the observations, assessments and evaluations that she makes, and ensure that children's next steps are appropriate and attainable.

The childminder is caring and attentive. She provides a stimulating and welcoming environment where children's individual needs are identified and met. She has positive and loving relationships with the children in her care and they respond really well to her. She motivates them and encourages them to be inquisitive, active and independent learners. Children have great fun playing with the childminder, who demonstrates her good knowledge of them and helps them gain maximum learning from their play. For example, she sings 'row, row, row your boat' and, seeing the child do his 'happy wiggle', sings it again and again, making him laugh as he attempts to join in. Children are given very good opportunities to make progress in their social skills and building their confidence, as they take

regular trips to toddler groups. They participate in outdoor activities on a regular basis, including visits to the local shops and the park, where they delight in feeding the ducks, even in the snow! The childminder encourages all children to use information and communication technology through the push button toys, books and other equipment she provides. Children also have the opportunity to celebrate a wide variety of cultural and religious festivals and events.

Children behave well, in line with the childminder's calm management. They share toys and equipment with the childminder, whilst they play and understand the boundaries in place in the childminder's home. Children feel safe, confident and content in the childminder's care. She acts as a good role model as she encourages them to be aware of their own safety, giving gentle reminders where required.

The childminder provides opportunities that extend the children's understanding of a healthy lifestyle. They are provided with experiences that enable them to be out in the fresh air, making the most of the covered area in the garden to ensure that weather is not an issue. Though parents currently provide children's food, she talks to them about what they are eating. All appropriate hygiene procedures are in place and the childminder acts as a positive role model as children see her washing her hands and keeping the kitchen clean and tidy.

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	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	3
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

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