

Inspection report for early years provision

Unique reference number	203081
Inspection date	11/03/2010
Inspector	Deborah Kerry
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 0300 123 1231, 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: 0300 123 1231
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 1995. She lives with her family in a house in the village of Hatfield Peverel near to local amenities. The whole property is used for childminding. There is a fully enclosed garden available for outside play. The property is accessed via a step.

The childminder is registered to care for a maximum of six children at any one time. There are currently three children attending who are within the Early Years Foundation Stage age group. This provider is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder works with an assistant. The family pets are two cats and a dog.

The childminder is a member of the National Childminding Association and is an Accredited Childminder.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children in the Early Years Foundation Stage are cared for in a very safe environment. The childminder knows minded children well and provides activities that she knows they enjoy, helps them to learn and meets their interests. The childminder has effective systems in place to ensure daily communication with parents on children's individual needs and their learning. The childminder ensures that she records children's individual progress on their learning and development. The childminder has effective systems in place for evaluating her practice and has identified areas for development to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the exchange of information with other providers delivering the Early Years Foundation Stage to ensure children's learning and development is supported.

The effectiveness of leadership and management of the early years provision

The childminder is fully aware of her responsibilities to promote children's safety and welfare. She attends safeguarding children training on a regular basis to ensure her knowledge and understanding remains up to date. She has all the documentation on the steps to follow, which include local contact numbers should she have any concerns for the welfare of a child. The childminder undertakes a weekly assessment of her home and garden to ensure that any potential risks to

mindful children are minimised. The childminder also ensures that risk assessments are undertaken before each outing. She keeps a record of these so children's safety is fully maintained when away from the home. The childminder has clear procedures in place for the emergency evacuation of the home which are regularly practised with mindful children. Clear records are kept along with a plan of the home. This ensures that children are developing a good understanding on promoting their own safety.

Children are taken on regular outings to develop their understanding of the environment and the wider world. Children are also provided with resources and a range of activities within the home to promote children's understanding of the cultures and beliefs of others. For example, they have made cards for Valentine's Day, tasted pancakes for Shrove Tuesday and created a gift for Mother's Day. The childminder welcomes all children and works closely with parents to ensure that their individual needs are fully supported. The childminder has a comprehensive range of policies and procedures in place to support her good practice, which she shares with parents. The childminder is provided with all essential information from parents to enable her to care for mindful children responsibly and she ensures that their wishes are respected. The childminder keeps parents fully informed about their child's day through daily verbal feedback and through writing diaries on the activities their children have participated in whilst in her care. Parents complete regular questionnaires for the childminder regarding the care and activities she provides for children. This knowledge ensures that the childminder is able to fully support their children's individual interests and needs to promote their development. The childminder sends children's Early Years Foundation Stage folders home to share with parents on a regular basis. This helps to keep them fully informed about how their child is progressing. They add comments at this time to help keep the childminder up to date with the children's lives. The childminder has established good relationships with other settings mindful children attend. She is developing clear systems to exchange information with these providers to ensure continuity of care for children's learning.

The childminder has attended training to develop her knowledge and practice on the Early Years Foundation Stage to ensure that children's learning and development needs are supported. The childminder has evaluated and reviewed her practice. She has identified areas for development to ensure continuous improvement is maintained. She regularly attends further training to consolidate her knowledge on early years and holds a Level 3 qualification in childcare. She has a clear training plan in place to develop her knowledge and support her good practice. The childminder is keen to undertake a higher level qualification. This will further ensure that she is able to provide continuing support to maintain children's ongoing learning and development. The assistant has completed all the necessary training under the Early Years Foundation Stage to be left in sole charge of children if needed. The childminder is accredited to provide funded sessions for early education. The childminder receives regular visit from the local authority as part of her continued accreditation. This is to assess her practice to ensure her good standards are maintained.

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

Children are able to make choices about what fruit they want to eat for snack. This promotes their understanding on eating to maintain their good health. Children have drinks freely accessible so that they remain hydrated. Children's health and medical needs are fully supported through the range of clear policies and procedures the childminder has in place. Children have access to a secure, enclosed garden with resources to promote their physical development well. Children are taken on regular walks and outings to the park to access large equipment. Children have daily access to the garden, where they can run and ride on toys. This promotes their health and wellbeing and helps to promote their physical development well. Children learn how to promote their own safety when out on walks as the childminder teaches them road safety.

The childminder organises her day to meet children's individual needs well. Her home is arranged to allow children to move around freely and safely and they are able to self-select resources from the range available in the play room. This promotes children's independence and thinking skills as they are able to make choices in their play. Children regularly visit the library to choose books to read and to support topics. Children choose books and the childminder reads stories to them. This promotes children's interest in literacy and develops their understanding that print carries meaning. Children enjoy playing with a bowl of water, they fill and empty different size containers. This develops children's hand and eye co-ordination and their understanding of volume and capacity. The childminder extends children's learning by adding food colouring to the water. This supports their understanding on change, cause and effect as they watch the water change colour.

The childminder undertakes regular observations on children's development, she records this through photographs and making notes on the activities children participate in. She has identified the next step in children's learning and the observations are clearly linked to the six areas of learning to ensure a broad and balanced range of activities are provided to support their ongoing learning and development. The childminder has identified the next step for each child to support their ongoing learning and development. The childminder and assistant both have key children that they offer consistent support to when they attend. This helps children to become secure and develop close relationships with a familiar adult.

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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

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
--	-----