

Inspection report for early years provision

Unique reference number	EY305332
Inspection date	28/01/2010
Inspector	Lisa Paisley

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 2005. She lives with her husband and two children aged 11 and 15 years. They live in a house in a residential area in Wickford, Essex. All areas of the childminder's house are used for childminding, and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child in the early years age group. She walks or drives to local schools to take and collect children and the childminder takes children on regular outings to the local parks and library. The family has a rabbit as a pets.

The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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.

Children in the Early Years Foundation Stage (EYFS) are provided with good play and learning experiences and their welfare is fully promoted. The childminder has a good understanding of the requirements in the EYFS and successfully reflects this in her practice. Good partnerships with parents and others have been successfully established to further promote continuity of care for children. Self-evaluation systems have not yet been formalised to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- develop self-evaluation systems to ensure continuous improvements.

The effectiveness of leadership and management of the early years provision

All the essential documents to support the efficient and safe management of the childminding service are in place. There are good policies and procedures to fully safeguard children, and the childminder has a good understanding of her responsibilities in safeguarding children, and procedures to follow if she has concerns about their welfare. Risk assessments are comprehensive, they are reviewed regularly and changes are made when required. This includes, amendments to the trampoline policy and ensuring the washing line is safe, to

further protect children from harm. Daily routines are effectively organised to ensure that children are supervised at all times and that they receive plenty of attention and support in their play. Good standards of cleanliness and effective safety measures are maintained throughout the play environment. Risk assessment is undertaken regarding any outings as the childminder carries emergency contact details and has clear contingency arrangements.

Routines are effectively organised to provide children with a good range of play experiences, promoting child initiated play. Good quality, stimulating resources are sourced and effectively deployed to allow children to choose with safety, and fostering independence. The home is welcoming and inclusive to all children and families, and any adjustments to activities and routines are made to support children's individual needs. The childminder has a positive attitude towards continued professional development, and she seeks advice from her development worker, to ensure improvements are made. Children benefit from the childminder's commitment to extending her knowledge, for example, the learning and development requirements in the Early Years Foundation Stage and first aid training. However, monitoring systems have not yet been formalised to sustain continuous improvement.

The childminder establishes good working relationships with all the parents. Good quality information is exchanged on a daily basis and there are very clearly written contracts and consent agreements regarding individual care needs. Parents have read the policies and procedures; this ensures that parents are fully informed about the childminder's role and the care that is provided. Complementary comments commended the childminder's ability to provide a care and learning environment that is safe and exciting for children, and that children are valued within the home. The childminder effectively shares and gathers information about planned activities with the local pre-schools the children attend, to further promote continuity of care.

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

Children receive a good range of positive play and informal learning experiences; this is due to the childminder's commitment in developing her understanding of the learning and development requirements. Consequently, she has implemented good planning, observation and assessments systems. Therefore ensuring activities closely match children's individual needs and interests and their developmental progress is monitored effectively. The childminder is knowledgeable about each child's abilities, what they enjoy doing and individual learning styles. She skilfully anticipates and negotiates any behaviour issues and there are clear house rules to follow. Consequently, children show respect towards each other and care about the learning environment. A good variety of toys and books that show positive images of diversity are in constant use and this increases children's familiarity with different cultures and traditions. The children take part in a variety of interesting planned activities or spontaneous events that successfully support all areas of learning, both indoors and outside.

Children are happy, settled and secure as the childminder and family members effectively form good relationships with the children and successfully create an environment that values all individual children's needs and interests. The childminder provides individual attention, capturing children's attention and successfully maintaining their interest, for example, cooking activities and role play. Children particularly enjoy playing with the doctors set where they show concern for others if unwell. Children are given good opportunities to develop their language and communication skills as the childminder uses a range of descriptive language, open ended questioning to support their language development. There are lots of trips made to the local park, library and shops, helping children to learn about the world around them, and they are very confident in riding scooters and bikes. Children have daily opportunities to learn about early mathematical concepts through daily routines; this includes counting and identifying colours while playing with the cars.

Children develop safe and healthy lifestyles through their daily routines, for example, emergency evacuation procedures are practised and there are safety talk on outings and procedures for walking to and from school. Children are offered a variety of healthy snacks and meals and, children with any additional dietary requirements are effectively supported. There are clear hand washing procedures in place, all children know the procedure and why it is important to follow hand washing routines. There are written procedures in place to deal with minor injuries and to administer medication. There are also written policies in the event of a serious accident and injury, consequently, children's health and well-being is fully supported

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

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