

Inspection report for early years provision

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Inspection date	21/04/2010
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 1986. She lives with her family in a house in Leigh-on-Sea, Essex. All areas of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She walks to local schools to take and collect children and the childminder takes children on regular outings to the local parks and toddler groups. The family has two dogs as pets.

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 (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress in all areas of their development as the childminder has good knowledge and understanding of the Early Years Foundation Stage. The childminder has extensive experience of working with young children, how children play and learn and early childhood development. Partnership work with parents and others in good, as good systems are in place to support children's changing needs and promote continuity of care. Self evaluation systems are in place, but are not yet fully embedded within the childminder's practice.

What steps need to be taken to improve provision further?

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

- review planning and assessment arrangements to ensure activities are closely tailored for children's individual needs
- 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 for both indoors and on outings

are in place and the childminder visually risk assesses the premises throughout the day, further safeguarding children. 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.

Routines are effectively organised to provide children with a good range of play experiences, combining both child initiated play and adult led activities. The childminder has a good range of resources that are safe and are 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, self evaluation systems have not yet been fully developed to ensure 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 range of stimulating activities, children having good opportunities to mix with their peers and also the childminder being flexible and providing an environment that is warm and comfortable for children. Good partnerships with others have been successfully established as the childminder shares and gathers information about planned activities with the local pre-schools the children attend, promoting continuity of care.

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

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, stories, creative activities and role play. Children particularly enjoy playing with cars and trucks as they are given the time and space to play at their leisure. 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, beach and woods and also workshops at the local theatre, these trips may include a bus ride adding further learning for children and helping children to learn about the world around them. Outings further a field include Marsh Farm and Tropical Wings. They have lots of opportunities to plant vegetables and flowers during the warmer months,

helping their learning of the natural world. Children have daily opportunities to learn about early mathematical concepts through daily routines, this includes counting, identifying colours while threading beads and matching and sorting.

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. Planning, observation and assessments systems have been developed, although, this needs extending to ensure that there is a cyclical process in the arrangements and that the childminder has an effective overview of the activities provided. 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.

Children develop a safe and healthy lifestyle through their daily routines, as the childminder reminds children to wash their hands when needed and move around the home safely. Children are provided with healthy snacks and meals and they have access to fresh drinking water to ensure they remain hydrated. Emergency evacuation procedures are practised on a regular basis and children have a good understanding of what to do in the event of an incident and/or fire. Good systems are in place to support children if they become ill or have an injury, including appropriate first aid care, contacting parents if necessary and the use of another childminder. Further promoting children's welfare and ensuring they are fully safeguarded.

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