

Inspection report for early years provision

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Inspection date 19/07/2010
Inspector Lynn Denise Smith

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 1994. She lives with her husband and two adult children in Billericay, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. A secure enclosed garden is used for outdoor play activities.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. The children live in the local area and some also attend sessions at local settings. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and goes to several toddler groups regularly.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder meets children's welfare, learning and development needs effectively through her established and clear practices and procedures. She demonstrates good knowledge of the children in her care and talks confidently about their individual and differing needs. She uses their interests as a base on which to develop purposeful and stimulating activities which enable them to progress across all six areas of learning. The childminder has embraced the changes introduced to childminding through the Early Years Foundation Stage and maintains continuous provision by reviewing and evaluating her setting. She seeks written feedback from parents and uses their responses to inform her practices. Some links are in place to enable the childminder to work in partnership with other settings providing for children in the Early Years Foundation Stage, however, these links do not currently provide effective opportunities for sharing relevant information.

What steps need to be taken to improve provision further?

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

- continue to work in partnership with other settings which children might attend to support their ongoing learning.

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place to ensure that children in this childminder's care are protected from potential harm and are offered safe and secure play opportunities. All adults living on the premises are appropriately vetted and evidence of their clearance is held on file for easy access. The childminder monitors visitors to her home and ensures that the minded children are always in her supervision.

The childminder has been registered and actively caring for children for a number of years. She uses her established practices as well as incorporating some of the newer requirements to childminding to provide families with a caring and professional childminding service. She has implemented procedures to enable her to review and evaluate her provision, which include providing opportunities for parents to become involved in this process. Weaknesses identified through this process are acted upon and the childminder is open to new ideas and suggestions from parents and children, on the delivery of her provision.

The childminder presents children with an interesting selection of toys and resources which are mostly stored in low-level containers in the study/playroom. Children are encouraged to freely access the resources, enabling them to make choices and to guide their own learning. The childminder sits with children at all times and supports them. All children within the childminder's care are valued and respected and encouraged to be active members of the group. The childminder incorporates procedures which ensure that her provision is fully inclusive, enabling all children to reach their full potential.

Parents provide the childminder with written feedback on her provision as part of her preparation for inspection. She uses the information gained to inform her practices and to identify any areas which parents would like to see changed or improved. All parental responses are positive and detail aspects of the childminder's care which they feel are strengths, such as, her organisational skills and her clean and well-maintained home. The childminder has links with some local settings, such as nurseries.

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

Children enjoy their time with this childminder. They freely access an exciting range of toys and play materials and are effectively supported in their play. The childminder provides children with a balanced range of adult-led, planned activities as well as following their own interests. She encourages children to explore their environment and to develop independence skills by self-selecting the resources on offer to them. For example, children have fun preparing meals from the range of plastic foods. They carefully place the foods on plates and offer them to their guests, making sure that they clear the plates away again once they are finished with them. They enthusiastically approach the childminder and her family for

cuddles and interaction, which is reciprocated by the adults caring for them. The childminder has an effective system in place for observing and assessing children's progress and achievements. She uses her observations to plan effective activities for them and to enable her to identify their next steps in learning. Children's welfare needs are well-met as the childminder demonstrates clear knowledge of the children's needs, and requirements.

Children are and feel safe and secure within the childminder's care as they play and learn in a carefully risk assessed environment. They confidently approach all adults and clearly enjoy their company. Children develop knowledge of keeping themselves safe as they follow the childminder's clear directions. The childminder encourages children to learn about being healthy through regular discussions and through clear role modelling. Children are encouraged to eat healthy and well-balanced meals and know how important it is to wash their hands before eating to reduce the spread of infection. Children enjoy fresh air and exercise on a daily basis when they play in the childminder's garden and when they visit local parks and playgrounds.

Children are settled, content and confident in the childminder's care. They move freely around the ground floor of the childminder's home accessing rooms and areas which are well organised and safe. They develop a good sense of self-esteem and confidence as the childminder and her family offer praise and encouragement and speak to children in a respectful and pleasant way. Children have opportunities to learn about diversity and other people's differing needs through a range of festivals and special celebrations. They have access to toys and play equipment and books which reflect our multi-cultural society. Opportunities for children to develop effective skills for the future are good as the childminder offers children activities which enable them to draw and practice pre-writing and reading skills. They visit local shops and learn about the value of money. Trips to local attractions and places of interest enable children to gain knowledge of the local and wider community.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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