

Inspection report for early years provision

Unique reference number 202479
Inspection date 02/07/2010
Inspector Lynn Amelia Hartigan

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 2010

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1999. She lives with her three adult children, in Ingatestone, Essex. The whole of the childminder's home is used for childminding. There is an enclosed garden for outside play. Access to the childminder's home is via a low-step. The family has three dogs and a cat as pets.

The childminder is registered to care for six children at any one time. There are currently five children attending of which two are within the Early Years Foundation Stage. This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are promoted well as the childminder has good policies and procedures that underpin her practice enabling her to care for children in an inclusive environment. The childminder is able to demonstrate that information regarding the children's individual routines and development is available and assists her planning. Good observations of the children enables the childminder to effectively plan for the children's next steps in learning, although limited opportunities are available to younger children to explore and discover natural materials. The childminder continues to develop systems which enable her to identify areas for improvement and to raise standards. The childminder's attitude toward self-evaluation demonstrates a commitment 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 opportunities for babies and younger children to explore and experiment with natural materials.

The effectiveness of leadership and management of the early years provision

The childminder effectively promotes the children's learning and welfare, as some good opportunities for learning are provided within the home. The childminder is familiar with and aware of the requirements of the Early Years Foundation Stage and ensures a reasonable balance of fun activities are provided to cover all six areas of learning. The childminder is confident and fully understands her responsibilities with regard to safeguarding children. Appropriate guidance and up-to-date legislation is at hand should there be any concerns regarding any child's well-being. All members of the household have completed appropriate checks to ensure children's safety is never compromised.

The childminder is vigilant within the home to ensure the children's safety and maintained written risk assessments are in place. Children's well-being is never compromised when out as, children have use of suitable equipment, such as buggies and are learning about keeping themselves safe as the childminder discusses road safety with them.

As a result of the childminders motivation to provide a good standard of care, children appear happy, secure and contented within the home. The childminder has now developed a system to regularly evaluate her practice and uses the self-evaluation document effectively to improve her service. Good relationships with the parents ensure they are fully informed about every aspect of care offered to their children.

The childminder utilises the space within her home effectively, storage of toys within the main area creates a welcoming and child-friendly environment. The childminder manages her time effectively and provides children with good individual care and is very attentive toward the children. Planning for the children's individual learning is good and includes all areas of learning. However there are limited opportunities to explore and discover natural materials. Children are treated with equal concern within the childminder's home. Children's routines are discussed with the parents and their needs maintained. The childminder demonstrates a commitment to caring for children in an inclusive provision whereby every child is unique and speaks intuitively of the children in her care.

The childminder has some good systems in place to encourage parents to share information about their child's development at the initial meeting and during the settling in period. The childminder has also developed a good system to document her observations and children's continuous development, and shares this information with parents. Children's next steps of learning are clearly identified and help children make good progress in their learning and development. Continuity of care is developing as the childminder encourages communication with other settings the children may attend. This is effectively achieved through conversation with the parents and other carers and newsletters.

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

Children appear happy secure and comfortable in the company of the childminder. Their welfare, learning and developmental needs are met to a good standard. Children are supported by the childminder to enable them to develop and make progress in their individual development. Young children are able to initiate their own play, selecting toys from a good variety available to them within the lounge where they play, developing their independence and confidence. The childminder has developed good systems in place to record the children's development using observations and photographs. Children's progress and achievements are documented within their own files, daily diaries and trackers, these are readily available for the parents/carers to see at anytime. A selection of their art work is also kept. Children sit for some time with the childminder completing floor puzzles.

They have fun investigating in the garden and enjoy playing with the sand.

It is evident that children feel and are safe within the childminder's care. They are reminded and are beginning to understand about keeping themselves safe. For example, even very young children are beginning to understand how to negotiate the steps in the garden as the childminder gently reminds them how to keep themselves safe. They are beginning to understand the importance of personal hygiene and happily wash their hands before snack. Healthy snacks are encouraged, however most children bring their own food. A good fire evacuation plan is in place and children are familiar with fire drills as these are practised. Children are encouraged and praised by the childminder regularly and as a result children are developing good self-esteem and feel valued.

Children appear confident and secure in their environment and comfortable with visitors to the home. Children are able to develop skills for the future as they have opportunities to access some technology, such as programmes on the computer. They also learn about recycling as the childminder is vigilant regarding this issue. Children are able to access books which portray the wider world and develop social skills when they attend toddler groups and meet with other children. Opportunities to learn about other people's cultures and differing needs are promoted and positive images and resources depicting differences are available to the children.

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	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

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