

Inspection report for early years provision

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Inspection date	07/07/2010
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 1987. She lives with her husband, one adult child and one child aged seven years in South Woodham Ferrers, 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 collects children from the local school and attends a toddler group regularly.

The childminder is registered to care for a maximum of five 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 one child in this age group. The children live in the local area and some also attend sessions at local pre-schools. 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are well-met as the childminder demonstrates secure knowledge of the welfare, learning and development aspects of the Early Years Foundation Stage. They participate in an interesting range of play and learning opportunities which enables them to experience all six areas of learning. The childminder knows the children in her care well and follows their interests when planning and preparing activities, she is beginning to develop systems for observing and assessing their learning. The childminder is in the early stages of developing systems which will enable her work in partnership with other settings providing for the Early Years Foundation Stage.

What steps need to be taken to improve provision further?

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

- develop the use of observation and assessment to identify learning priorities and plan relevant and motivating learning experiences for each child for each of the six areas of learning and development
- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates sound knowledge and understanding of how to support and protect the children in her care. She safeguards their interests by following her written safeguarding policy and by accessing appropriate training on

the subject. All adults living on the premises or having regular contact with the children are checked and cleared and proof of their clearance is held on file. The childminder supervises the minded children in her care at all times.

The childminder has been actively childminding for many years and has extensive experience of caring for minded children. She has some plans and ideas for the future which she believes will be beneficial to minded children, however, is in the process of winding her childminding service down and plans just to continue working with the families currently in her care. She is in the early stages of developing a system for reviewing and evaluating her provision which will enable her to identify strengths and weaknesses.

The childminder's home is used effectively to provide interesting play opportunities for children. They are able to freely access toys and resources from the selection stored at their height in the playroom and lounge. The childminder is on hand throughout the day to help and support the children and to ensure that they receive an interesting and enjoyable experience. All children are valued and respected within this childminder's care. She obtains clear knowledge about their home backgrounds, likes and interests which she uses to inform her practices and planning of activities.

The childminder works well with parents to establish an open and effective relationship. They are provided with written policies and procedures which enable them to develop a clear understanding of the way in which the childminder operates. The childminder is beginning to develop systems which enable her to work in partnership with other agencies and provisions in the local area, however these systems are in their infancy.

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

The quality of the provision for children's welfare, learning and development is good. Children receive fun and interesting play opportunities during their day at the childminder's home. They are confident and enjoy the interaction they receive from her. The childminder knows the children in her care well and endeavours to follow their interests when preparing activities for them. Children enjoy participating in a wide range of activities and free play opportunities which enable them to explore learning experiences across all areas of learning. They chat confidently to the childminder and enter into lively discussions with her about the activity they are participating in. For example, they choose to complete some number and letter worksheets and talk to the childminder about what they are doing. They enjoy solving problems, for example, with support from the childminder, they work out the best way to arrange the plastic train track to ensure that it takes up maximum amount of space in the lounge. The childminder is developing systems which enable her to observe children at play and to use her observations to plot their progress and achievements. At present the system does not effectively enable her to link her observations to children's next steps in learning. The childminder works with a group of local childminders to devise topics around which they plan activities. The planning is available for parents to view and

the children's daily diaries are shared with their parents, however, at present there are limited opportunities for them to actively share in their children's learning or for other providers delivering the Early Years Foundation Stage share information to ensure continuity of care.

Children are and feel safe within this childminder's provision. They move confidently around her home, making use of the various rooms and accessing the resources and equipment safely. They develop sound knowledge about how to stay safe and wider safety issues as they follow the childminder's clear directions. For example, they know that they need to sit carefully on the breakfast stools in the kitchen and that they need to stay with the childminder on outings. Children enjoy learning about keeping healthy, for example, they discuss foods and practices which help to keep them in good health. They understand the importance of hand washing after using the toilet and before touching and eating food. Children have fun keeping fit and active when they play in the childminder's garden and when they participate in physical activities at one of the many local parks and playgrounds. The talk about the importance of exercise with the childminder.

Children are settled and confident the childminder's care, parting from parents and carers with ease. They approach the childminder confidently and clearly enjoy her company. They move freely around her home and know which rooms are used for their purpose. Children clearly understand the childminder's house rules and know how to behave well within her home. Children participate in some activities which enable them to develop their knowledge and understanding of other people's differing needs, for example, they look at books, access resources which reflect diversity and participate in some special celebrations and festivals. Children are provided with a range of activities which enable them to progress and develop their skills for the future, for example, they freely choose to complete some work sheets which enable them to explore and talk about numbers and letters of the alphabet, the childminder ensures that this knowledge is backed up with practical activities which allow them to further develop their understanding.

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	3

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	3
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	3
The effectiveness of partnerships	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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