

Inspection report for early years provision

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Inspection date	02/06/2010
Inspector	Moira Oliver
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 2000 and lives with her family in a village near Manningtree, Essex. Children use the downstairs of the house for childminding and have a designated playroom. There is an enclosed rear garden for outside play and the setting can be accessed by a step at the front door. The family have a dog, a rabbit, a guinea pig, a hamster and fish as a pets.

The childminder is registered to care for a maximum of five children at any one time. She is currently minding seven children, five of whom are in the early years age group. She also offers care to older children and is registered on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to a local school to take and collect children. She takes children to local parks, and shops and 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 have fun in the bright and stimulating play environment and make good progress in their learning and development. Children are healthy and safe in the childminders care, they are happy, confident and good relationships are built. Strong and trusting partnerships between the parents and the childminder ensure that children are cared for appropriately. The childminder is dedicated to her role and has clear systems in place to reflect on her practice and bring about further improvements, providing a strong basis for her capacity 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:

- improve the record of accidents to make sure they are recorded promptly to ensure consistency and accuracy
- review policies and procedures to ensure they reflect the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are protected because the childminder has a good understanding of her roles and responsibilities in safeguarding children from abuse and neglect. She has clear policies which are shared with parents and up-dates her knowledge by attending safeguarding training. Risk assessments are carried out and daily checks ensure that her home is safe and hazards are minimised. Routine procedures

ensure that the premises are safe and secure and children are supervised at all times. Unauthorised persons cannot gain access and children cannot leave the premises unattended.

The childminder has begun to use self-evaluation to reflect on her practice. She has a clear plan of action to improve her good practice further identifying training needs and additional resources. For example, she is developing a creative area where children can mark-make on a large low-level black board or paint with paper and paints, providing further opportunities for them to be creative. She has identified some training needs and plans to add to her strategies to support children to manage their own behaviour as well as develop her ability to use signing. Her days are organised to ensure that children are provided with a wealth of play experiences both indoors and out. Her home is set up invitingly for play and well organised toys and resources are stored in boxes which the children access from open storage units, promoting independence and choice. The childminder provides an inclusive and welcoming setting for all children and shares her attention between them appropriately. She supports children to understand and accept people's differing needs and uses a range of resources to promote discussion. They take part in celebrating festivals from a range of cultures and are introduced to foods from around the world through cooking activities, meals and snacks.

Documentation is organised and stored confidentially enabling her to meet the needs of all children. Parental permissions are in place, medication administered and accidents are recorded and parents informed. However, accidents are not always recorded promptly which may effect the accuracy of the information. Policies and procedures are clearly written and shared with parents. They are reviewed annually, however, some still refer to old documentation and not the Early Years Foundation Stage.

Partnership with parents is good. Letters of thanks and recommendation clearly show that parents are very happy with the care and education their children receive and strong, trusting relationships are built. Valuable developmental records are kept on each child and the childminder ensures parents are informed of their child's achievements daily. Time is made for parents to go through the records with the childminder, contributing their own comments about their child. The childminder forms close links with the local school and pre-school and they are working together to ensure a consistent approach for children who attend more than one setting.

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

Children are happy, settle well and are very much 'at home' in the childminder's company. They confidently access the toys and equipment from low-level storage units and freely move from the indoors to the outdoor area. They learn how to share the resources and to take turns. The childminder is mindful of sharing her attention fairly between the children and provides good levels of individual attention when needed. Children's language skills are developing well as she

encourages them through talking to them, asking open-ended questions and providing lots of fun activities. They happily chat as they play in the sand and make themselves understood by gestures, signs and words. They enjoy cuddling up to share a book and are actively involved in the story, pointing at the pictures and making comments. Opportunities to mark-make have recently increased through the additional resources of a low-level large black board which they can reach with ease.

Children explore their local environment as they visit places such as the park, local shops and day trips out to the zoo are planned. They take part in planting fruit and vegetables in the childminder's garden and enjoy harvesting it, encouraging them to eat healthy foods. They use their imaginations as they play with the dolls house and animals and make noises for the animals. They enjoy role-play as they push dolls around the garden in the pushchair and play cooking with the kitchen centre and the wide range of play foods. Children use simple mathematical language as they compare the size of balls, fill buckets with sand and count apples into the bag when shopping.

Valuable detailed developmental records are completed regularly for each child showing progression towards the early learning goals. Observations are assessed and the children's next steps in their learning and development recorded and planned for. The childminder is flexible in her planning, she knows the children well and changes plans to meet the needs of the children present. For example, children asked to use the sand when she had planned to do an activity around it later on in the day. Because they were interested she took the top off the sand and brought the activity forward.

Children's welfare is promoted well, they are safe, secure and enjoy a healthy life style. Children learn to use the equipment safely, for example, holding on to the bar on the small trampoline and damping down the sand so it does not blow into other children's eyes. They learn about road safety and use appropriate harnesses in the car and in pushchairs. Children enjoy fresh air and exercise daily as they walk to local schools and play in the garden and the park. They eat balanced and healthy meals and snacks, often from the produce grown in the garden. Children are learning to share, take turns and to be kind to others. The childminder provides a good role-model to follow as she treats the children with respect and as individuals.

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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