

Inspection report for early years provision

Unique reference number	119418
Inspection date	09/06/2010
Inspector	Suzanne Joyce Stedman
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 is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and two children, aged 11 and 12 years old, in Leigh-on-Sea, Essex. The ground floor of the house is used for childminding, except the annex, and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding four children, one of whom is in the early years age group.

The childminder walks to local schools to collect children. She takes children to the local library, park, soft play areas and shops. The family has a pet cat. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder plans play experiences for each child. She gathers some information from parents, children and from her own observations, and uses this to assess how best to support children's progress given their age, stage of development and individual needs. Meaningful relationships are formed between the childminder, parents and other settings the children attend to promote support for children towards the early learning goals of the Early Years Foundation Stage. The childminder is continually striving to provide a quality service. In addition, she has developed reflective practice through self-evaluation, in order to identify strengths in her practice and areas for development to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop knowledge of the Early Years Foundation Stage and the completion of children's assessment records to identify next steps

The effectiveness of leadership and management of the early years provision

The childminder uses a range of policies and procedures; these are shared with parents and carers and implemented in practice in order to promote appropriate outcomes for children. Children's safety is secure as there are effective procedures in place for their safe arrival and collection, and the premises remain secure at all times to prevent children leaving unescorted, or anyone gaining unauthorised

access. The childminder checks the identity of visitors to her home and ensures that children are never left unsupervised.

The childminder is also a foster carer and attends different training courses relating to child care. She promotes an inclusive environment and there is no bias in her practice in relation to gender, race or disability. The childminder is beginning to develop reflective practice into her service through self-evaluation. This helps her to identify future development, which will incorporate all areas of learning.

Partnerships with parents and carers are supportive. This is as a result of the childminder taking the time to share information through daily discussion, and she has developed a process for sharing her observations whilst the children are in her home. The childminder provides parents with the opportunity to comment on their child's learning and development.

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

Children are learning to keep themselves safe, as they negotiate space within the childminder's home with confidence. They are developing their understanding about the importance of healthy eating and exercise, supported by the childminder, who introduces nutritious foods and provides regular opportunities for fresh air and exercise. This supports children's well-being and health. Through discussion, the childminder helps children to learn about foods which are healthy, this encourages them to make informed choices. They also have regular access to drinking water. They are learning about the importance of personal hygiene. The childminder acts as a role model, as she remains calm and gives children clear and concise explanations. Children have built good relationships with the childminder.

Children explore the environment and use their imagination as they play with the cars and road mat. They are beginning to share while looking at books and playing with musical toys. Children are supported by the childminder in developing their curiosity and understanding of the wider community as they go out for walks in the local area to the woods and local stable where they watch the horses, chickens and squirrels. The childminder has some understanding of the Early Years Foundation Stage, however, further understanding is required in relation to children's assessment records and their next steps.

The childminder provides an environment which encourages children to investigate things for themselves, developing skills for later learning. Children are beginning to communicate with the child minder, mimicking words and short sentences. Children have access to a range of resources and activities that enable them to understand how things work, the natural world and develop their creative and imaginative skills. Overall, children are supported and are comfortable in their surroundings.

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?	3
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?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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