

Inspection report for early years provision

Unique reference number	EY406270
Inspection date	30/09/2010
Inspector	Anne Daly
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 2010. She lives with her husband and two children, aged four and 14 years, in Wickford Essex. The whole of the childminder's home is used for childminding and there is an enclosed garden for outside play. The childminder drives or walks to local pre-school to take and collect children. She takes children to the park and to a children's centre.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for three children under eight years and for one child overnight. She is currently minding three children in the early years age range on a part-time basis. She supports children with special educational needs and/or disabilities.

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 good.

Children in the Early Years Foundation Stage benefit from the childminder's good knowledge and understanding of the learning and development requirements. Their welfare is enthusiastically promoted by the childminder's provision of a warm, child-orientated and mostly safe environment in which to play and learn. She supports children well to thrive as individuals by recognising the uniqueness of each child, whilst developing an inclusive environment. She is developing links with other Early Years Foundation Stage providers for the benefit of children. She evaluates her practices to identify her strengths, although, systems are not yet fully effective to identify her areas for development to ensure continuous improvement for the benefit of children.

What steps need to be taken to improve provision further?

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

- develop further reflective practice and self-evaluation to identify the settings priorities for development to ensure an improved quality of the provision for all children
- review risk assessments to ensure that they cover anything with which a child may come into contact (this refers to electrical wires and the kettle).

The effectiveness of leadership and management of the early years provision

Children are being safeguarded through the childminder's clear policies and procedures enabling her to act in their best interests if she has any welfare

concerns. She has developed her knowledge and understanding of safeguarding children through attending various training courses and adults living on the premises have been through appropriate vetting procedures. Local Safeguarding Children Board's guidelines are kept easily accessible to enable her to fully safeguard children by having the contact details to report to relevant agencies if she has welfare concerns. The childminder conducts written risk assessments of her home, although, has not included everything with which a child may come into contact, such as, the kettle and the trailing wires from the wall mounted television, to ensure the elimination of risks. She undertakes written risk assessments for outings and obtains parental written consents to take children on outings and for the seeking of emergency medical advice or treatment to enable her to act in children's best interests.

The childminder has experience of working in daycare settings and has attended all the required childminding training. Since registration, she has further developed her knowledge by successfully completing a level 2 childcare qualification. She organises her daily routines and is not caring for her maximum numbers to ensure that children receive plenty of individual attention and support with their learning. Children have plenty of space in which to play and worthwhile resources to support their learning and development. Very young children sleep in travel cots and eat finger foods in highchairs while others have equipment to encourage their independence, for example, a small stool to enable them to reach the cloakroom washbasin.

The childminder has involved parents in her self-evaluation process and has a good understanding of the strengths of her setting. However, her systems do not allow for reflective practice to identify weaknesses to prioritise future developments to ensure the improving quality of her setting for all children.

The childminder has a good knowledge of each child's background to ensure that all are well integrated. She is self-motivated to take steps to close identified gaps in their different learning styles, for example, children who enjoy her outdoor learning environment. She has a good understanding that some children may have special educational needs and or disabilities, including recognising the strength of professional relationships in creating an approach to best meet the needs of individual children.

The childminder has developed links with her local authority development officer and is developing links with the local children's centre to extend the progression of children's learning and development. She demonstrates the need to liaise with other early years providers to ensure progression and continuity in children's learning and care, including the promotion of partnership working through regular communication with other professionals.

The childminder has established welcoming relationships with parents to ensure that their children's individual welfare needs are being acknowledged and well catered for. Parental questionnaires confirm that they are kept well informed about all aspects of their children's achievements, wellbeing and development. They are provided with copies of the childminder's policies and procedures to ensure that they understand the operation of her care service. Emails sent to parents during

the day and a daily communication book ensure that they are kept fully informed of their children's day whilst in the care of their childminder.

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

Children are content and settled with their childminder as evidenced by their positive responses to her words and gestures, for example, laughing and smiling when all falling down whilst playing ring games. During settling-in periods, parents provide information about their children's daily routine and individual needs, for example, whether they require a comforter when going to sleep. They complete baseline assessments of what their children can do in all six areas of learning to enhance the childminder's knowledge regarding meeting individual needs. Detailed flexible continuous planning of different learning experiences ensures that every child is suitably challenged. During the first few weeks that a child is in her care, the childminder observes and notes what activities interest them and what they can do to enable her to plan for their next steps of learning. Within a very short period of time, children develop confidence in their surroundings and make connections, for example, when playing outside, realising the ride-on toys were wet, resulting in them independently going inside to fetch their hand towels to dry their chosen toy.

The childminder promotes equal opportunities and anti-discriminatory practice by ensuring all children and families feel included, safe and valued, for example, by providing suitable malleable materials for children with medical conditions. Children make choices about the resources with which to play and have many worthwhile opportunities to bring together hand/eye coordination when being creative, for example, when painting a clay pot keyring dish. The childminder praises their achievements to build their confidence and to help them to feel valued.

Children make decisions when being offered a varied selection of fruits at snack time. The childminder supports their understanding of how exercise, eating, sleeping and hygiene promote their good health, for example, by ensuring that they wash their hands before washing strawberries. She encourages children to be active, inquisitive and independent learners and to develop skills that will contribute to their future economic wellbeing. They have many toys and equipment to develop the simple skills required to operate and to identify the uses of everyday technology. They are developing a good understanding of keeping safe, for example, by staying by the door when the childminder takes them one at a time to her car. They understand the boundaries and house rules, such as, taking off their shoes when inside the home. They have well established routines to help them to feel safe and secure when confidently exploring different environments.

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