

Inspection report for early years provision

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Inspection date	11/11/2010
Inspector	Alison Reeves
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 2008. She lives with her partner and two children, aged one year and six years, in Epping, Essex. Part of the premises is used for childminding and there is an enclosed garden for outside play. The childminder drives or walks to a local school and pre-school to take and collect children. She takes children to the park, library, indoor soft play areas and educational facilities.

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 four children under eight years; and of these, two may be in the early years age group. She is currently caring for one child in the early years age range on a part-time basis. 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 are making good progress in their learning and development whilst in the care of this childminder. Their safety and welfare is paramount and appropriate measures are taken to ensure this. Children are highly valued and the childminder works effectively to cater for individual needs. Children flourish in the friendly, caring environment and most aspects of assessment are effective. Partnerships with parents and other providers are well established. The childminder uses sound methods to reflect on practice to raise standards and further improve outcomes for children in the setting.

What steps need to be taken to improve provision further?

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

- develop observation and recording of children's development to better understand their needs
- increase opportunities for parents to contribute to children's learning

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded by the childminder who is clear about her role in protecting children from harm. She ensures children are well supervised and always in her care. Policies and procedures cover all aspects of the setting and are clear and concise. Children play and learn in an environment free from hazards as clearly documented risk assessments have minimised the potential for danger. Resources are deployed well to provide children with an appropriate and stimulating learning environment.

The childminder works hard to ensure all children are nurtured so that they reach their full potential. A role play using the cash register, baskets and various small items with children and childminder acting as customers and shopkeepers demonstrates how each child can play and be involved at an appropriate level. The childminder's good support helps to bring out children's knowledge and experiences of the world through play. Regular discussions are held with all parents to discuss children's progress, however, parents do not contribute to setting children's next steps. The childminder recognises the importance of close partnership working in order to promote the best possible outcomes for children and has established relationships with another setting providing the Early Years Foundation Stage that children attend. Children and their family's home background are highly valued and the childminder ensures their cultural beliefs and preferences are fully incorporated into the setting. Parents comment that they appreciate the childminder "doing such a great job with the kids especially through the summer". The childminder offers a good quality service to them and their children, providing an environment where children feel safe and comfortable.

The childminder has reviewed her practice through self-evaluation and by making use of local support and development services. She has been able to highlight some of the key strengths and weaknesses and take some action to make improvements, for example, trying out different methods of planning to find the most effective. She is committed to providing the best possible environment and care for children and looks at how she can continue to develop this. The childminder uses some photographs and pieces of children's artwork effectively to illustrate children's developmental progress and achievements. The system of evaluation includes parent questionnaires ensuring their views are taken into account.

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

Children are supported very well in their play and learning. The childminder observes them and records their starting points on entry and strives to provide challenging and motivating activities. Children are settled and happy and clearly enjoy being with the childminder. They choose freely from the good range of toys and enjoy investigating resources. The childminder works at the children's level at all times, talking to them and giving them explanations. For example, when playing with the pirate ship she talks about the use of the gang plank and walking the plank and children then include this in their play. There are plenty of opportunities being created to promote the use of language and help children to develop their understanding of others and the world around them. Children benefit from the childminder's sound knowledge about how young children learn. She has a clear understanding of the Statutory Framework for the Early Years Foundation Stage and is embedding systems to ensure children make progress across all areas of learning and develop a strong base of skills for the future. Regular observations make certain she is aware of each child's individual stage and where they are at in their development and learning, this enables her to plan their next steps accordingly. However, the system does not clearly show the rate at which children are progressing.

Children's social development is well fostered as they use a number of facilities outside the childminder's home. Regular trips to community groups and visits to parks provide children with a greater variety of experiences. Children enjoy messy and creative play where they express their feelings and ideas. Children listen to and join in with stories. They enjoy stories being read to them and readily select favourite books to be read a second time. Children are encouraged to be aware of their environment. On trips out they collect leaves and go blackberry picking. Children learn about the wider world as they engage with the local community and through the celebration of popular festival celebrations. Children's physical development is promoted effectively. They have plenty of opportunities to play outside in the garden, to use balls and like the larger, more challenging equipment at the refurbished play park.

Children are learning how to keep themselves and others safe. The childminder talks to them as they play about how they can do this. Young children demonstrate their sense of security as they snuggle up with the blanket on the sofa and settle quickly for sleep. Children eat healthy balanced meals, they often help to plan meals and participate in the preparation with tasks, such as, making dumplings to go into the casserole. The childminder helps them to learn about making healthy choices as they talk about the food they eat and what it does to the body. Children learn about personal hygiene as they are fully included in regular routines, using wipes and hand washing to clean mucky hands and faces to prevent the spread of germs and cross-contamination.

Children are encouraged and praised for their achievements developing their self-esteem. Comments, such as, 'Well done, what a good idea' encourage children to try different things, as well as, developing their confidence. House rules are in place so that all children understand boundaries and, as a result, the atmosphere is calm and conducive to children's learning.

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

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

Met