

Inspection report for early years provision

Unique reference number	EY317375
Inspection date	13/12/2010
Inspector	Lisa Paisley

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.

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Description of the childminding

The childminder was registered in 2006. She lives with her husband, one adult child and three children aged 14, 11 and 7 years in Basildon, Essex. All areas of the childminder's house with the exception of the main bedroom are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children in the early years age group. She also offers care to children aged over five years to 11 years. The childminder walks to local schools to take and collect children and she takes children on regular outings to the local parks and library. The family has no pets.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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 age range are making good progress in all areas of their development as the childminder has successfully implemented the Early Years Foundation Stage and she has a good understanding of early child development. The childminder promotes an inclusive environment as all children make a positive contribution within the child-centred environment. Positive aspects of the provision include partnership work with parents and other agencies and the promotion of children's healthy lifestyles and keeping children safe. The childminder is committed to and works hard at ensuring good standards are maintained, however, self-evaluation systems are not yet fully embedded within the setting to ensure continuous improvements are sustained.

What steps need to be taken to improve provision further?

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

- develop further formal self-evaluation systems to ensure that continuous improvements are sustained.

The effectiveness of leadership and management of the early years provision

All the essential documents to support the efficient and safe management of the childminding provision are in place and maintained well. There are effective policies and procedures in place to fully safeguard children. The childminder has a

good understanding of her role in protecting children from harm or abuse and knows what action to take if she has concerns about their welfare. All required vetting procedures are in place to ensure all adults living in the household are suitable, consequently children are well protected. Good standards of cleanliness and effective safety measures are maintained throughout the play environment, both indoors and outside. The childminder is vigilant about the security of the children and monitors visitors to the premises. Risk assessments are comprehensive and are reviewed regularly, and changes are made when needed to include, for example, the Christmas Tree. Individual risk assessments are undertaken for any outings and the childminder carries emergency contact details and has clear contingency arrangements. This means that children are kept safe and can move around the premises freely and safely.

Equality and diversity is an integral part of the provision as the childminder has a good understanding of inclusion and how to promote this within early years through the resources, activities and discussions with children. Daily routines and resources are effectively organised to ensure children's individual needs are consistently met and that play experiences are both interesting and challenging for all the children. Consequently, children receive good quality attention and support. Resources and equipment are of a good standard, sufficiently covering the six areas of learning and they are effectively organised, promoting children's independence and choice. The childminder has successfully implemented all the requirements of the Early Years Foundation Stage and continues to attend training, for example, safeguarding and first aid to ensure good standards are maintained. However, formal self-evaluation systems have not yet been fully developed to ensure continuous improvements are sustained.

Partnership work with parents and other agencies is good. Good quality information is exchanged on a daily basis and there are very clearly written contracts and consent agreements regarding the individual care needs of the children. The childminder shares children's developmental profiles with parents to ensure that they are fully informed about their progress. Parent's complimentary comments include the childminder providing a safe and secure environment and that their child has made good progress since attending the provision. The childminder effectively shares and gathers information about planned activities within the local schools that children attend. Systems are in place for the childminder to work together with other settings that deliver the Early Years Foundation Stage to promote effective transitions and continuity of care.

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

Planning, observation and assessment arrangements are good as the childminder has worked hard to familiarise herself with the learning and development requirements and she has successfully implemented this within the provision. Planning and assessment arrangements are cyclical as written activity plans are based on children's interests and developmental progression which informs children's profiles and future activity plans. Children's observation records provide

a rich textual narrative of their progress, consequently they are making good progress in their individual development given their starting points.

Children are very happy, settled and secure as the childminder effectively forms good relationships with them and successfully creates an environment that values all individual children's needs and interests. Young children settle quickly as the childminder provides individual attention, capturing their attention and successfully maintaining their interest. For example, the childminder effectively supports children as they paint with their hands and explore a range of textual experiences. Regular trips are made to the local park, library and SureStart centre, helping children to learn about the world around them. The walk to the local primary school provides a good opportunity for young children to look, observe and talk about the local environment. The childminder knows children's developmental needs well and plans for their next steps, for example, speech and language development and finer manipulative skills. Children behave very well as the childminder has a clear understanding of how to positively manage their behaviour and there is a good focus on praise and encouragement to which children respond well. Consequently, children are happy, secure and confident in her care and they are very cooperative.

Children take part in a variety of interesting planned activities and spontaneous events that successfully support all areas of learning, both indoors and outside. Children are given the time and space to work independently, solve problems and learn about cause and effect through information technology equipment such as play mobile phones, cooker, keyboards and a cash machine. They are encouraged to develop an appreciation of books and stories from a young age as the childminder ensures stories are part of their daily play experiences. Older children who attend the provision after school have choices about their play, and they particularly enjoy creative activities, for example, making Christmas decorations. A good variety of resources showing positive images of diversity are in use and children celebrate a number of festivals including those from France, Mexico and Australia, as well as Father's Day and Christmas. As a result, children become familiar with different cultures and traditions.

Children develop a safe and healthy lifestyle through their daily routines. Emergency evacuation procedures are practised and a safety talk on outings is included as part of the risk assessment. Planned topic work, for example, on Road Safety and Anti-Bullying Week also fosters children's understanding of being safe. The childminder has attended first aid training and she knows what to do in the event of an accident or when a child is unwell. She is knowledgeable about individual children's dietary and medical needs as she gathers all required information before children start at the setting therefore children's health and well-being is fully supported.

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

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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