

Inspection report for early years provision

Unique reference number	401527
Inspection date	16/12/2010
Inspector	Lisa Paisley
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 1995. She lives with her family in Grays, Essex. All areas of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding four children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She walks or drives to local schools to take and collect children and the childminder 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 (NCMA).

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 their development as the childminder has a good understanding of the Early Years Foundation Stage. A family friendly environment is provided which is fully inclusive enabling all children to make a positive contribution. Stronger aspects of the provision are partnership work with parents, promoting healthy lifestyles and being safe. The childminder has worked hard to maintain good standards, however, self-evaluation systems have not been developed 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:

- continue to develop planning and assessment arrangements to further tailor children's individual learning needs and experiences
- develop formal self-evaluation systems to promote continuous improvements.

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 service are in place. Policies and procedures are good and fully safeguard children. The childminder has a good understanding of her responsibilities for protecting children from harm or abuse and knows what to do in the event of any concerns regarding their welfare. Effective vetting procedures are

in place to ensure any adults living in the household are suitable further safeguarding children. Risk assessments are in place and childminder carries out daily visual checks to ensure any hazards are minimised. Good standards of cleanliness and effective safety measures are maintained throughout the home environment, both indoors and outside. The childminder is vigilant about the security of the children and monitors visitors to the premises.

Resources and equipment are of a good standard and successfully cover the six areas of learning. Resources are effectively organised to promote independence and choice for all children. Equality and diversity is an fundamental part of the provision as the childminder has a clear understanding of inclusion and how to promote this within early years. For example, resources, activities and discussions with children. Daily routines, including 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. The childminder is an experienced childminder and she has worked in implementing the learning and development requirements of the Early Years Foundation Stage. However, self-evaluation systems have not yet been formally established to ensure continuous improvements are sustained.

Partnership work with parents is good as the childminder takes the time to get to know individual children and their families. She ensures all parents are fully informed about their children's care, development and daily experiences. Information is exchanged on a daily basis and there are clearly written contracts and consent agreements regarding individual care needs. Written policies and procedures are given to the parents and she shares children's individual profiles with them, ensuring that they are fully informed about their children's developmental progress. Parents complimentary comments includes the childminder's ability to provide a caring and learning environment and that children are making good progress in their development. The childminder has good systems in place to effectively share information with local schools and early years settings children attend to promote transitions and continuity of care.

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

Planning, observation and assessment arrangements have been implemented as the childminder has worked hard to familiarise herself with the learning and development requirements and has implemented this within the provision. However, further development is required to ensure that the planning arrangements are cyclical and clearly inform future planning activities to ensure that play and learning is closely tailored towards children's individual needs and interests. Regular observations are made on children and this informs children's individual profiles, ensuring a good narrative of their progress is maintained. Overall children are making good progress in their development considering their starting points.

Children are very happy, settled and secure as the childminder effectively forms good relationships with them and is warm, affectionate and purposeful in her interactions with the children. All children are regarded as part of the family home as there are good relationships with other family members. Children are given good of opportunities to develop their language and communication skills as the childminder uses a range of descriptive language and open ended questioning to extend their verbal expressions. They develop an early appreciation of books and stories as there is a good selection of both story and information books that offer instruction and delight. Regular trips are made to the local park, shops and Childrens Centre helping children to learn about the world around them. The outdoor area adds an exciting dimension to children's play and learning as they can plant and grow vegetables, for example, cabbages and sweetcorn. They also observe the changes and measure and weigh the vegetables. Children also learn about recycling through composting left over food and they enjoy looking for mini-beasts and bugs. The garden area also enables children to play on tricycles, slide, swings and also build tents.

The childminder is knowledgeable about each child's abilities and what they enjoy doing as she takes time to get to know their individual needs and preferences, for example, some children enjoy puzzles and mark making. Children behave very well as the childminder has a clear understanding of how to positively manage children's behaviour and there is a good focus on praise and encouragement. Consequently, all children are happy, secure and confident in her care and they are very co-operative. A selection of resources showing positive images of diversity are in use and children celebrate a number of festivals including Christmas, Easter and Father's day and regular discussions about diversity extend children's learning. They particularly enjoyed making a variety of Christmas decorations. Children are given the time and space to work independently solving problems and learn about cause and effect, for example, information technology resources.

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. The childminder has attended first aid training and therefore knows what to do in the event of an accident or when a child is unwell. The childminder is knowledgeable about individual children's dietary and medical needs as she gathers all the required information before the child starts are 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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----