

Inspection report for early years provision

Unique reference number	EY415402
Inspection date	24/01/2011
Inspector	Patricia Champion

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 2010. She lives with her husband and two children aged 13 and seven years. They live in a house in a residential area in Basildon, Essex. All areas of the childminder's house are used for childminding. Access is via four steps leading up to the front door. There is a fully enclosed garden available for outside play. The family keep birds and a mouse as pets.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children in the early years age group. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to the local school and pre-school to take and collect children. She attends the local carer and toddler group on a regular basis and takes children to the local parks and library.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated childminder creates a comfortable environment where children have fun and make good progress in their development and learning. Their welfare is promoted effectively as the childminder ensures that they are secure, healthy and have their individual needs met. The childminder works closely in partnership with parents and other early years professionals to ensure that she can fully identify and meet the unique needs of each child. The childminder has a good ability to assess her service and is developing plans for future improvements.

What steps need to be taken to improve provision further?

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

- review and revise self-evaluation to widen the scope for further development
- develop further the systematic approach to using observations to ensure that there are no gaps in children's learning and encourage parents to add their comments to their child's learning folders.

The effectiveness of leadership and management of the early years provision

Well organised records and documentation relevant to the setting are in place and implemented effectively to promote children's care, learning and development. Children are safeguarded as the childminder is fully aware of her child protection responsibilities. The childminder ensures that adults likely to be in contact with the children have had background checks through the Criminal Records Bureau. The

childminder has a clear understanding of child protection issues and whom to report any concerns to if she is worried about the children in her care. A good range of safety measures such as cupboard locks are in place and these are checked daily. The childminder has carried out comprehensive written risk assessments to cover anything with which a child may come into contact. These are constantly reviewed and updated to ensure all areas of her home, garden and any outings are safe for children.

The childminding service is both welcoming and inclusive. Children are encouraged to be kind and help each other and make choices about what they like to do. They are helped to understand about differences and diversity through use of play equipment and artefacts such as musical instruments from around the world as well as being involved in celebrations and festivals. The childminder is motivated and attends training courses for her ongoing professional development. She accurately identifies her strengths in her self-evaluation and is now just starting to identify the priorities for development that will ensure that children can achieve as much as they can.

Children benefit from the very positive partnership with parents. The childminder makes everyone feel welcome in her home and ensures that she gathers all the essential information she needs to promote the welfare of each child. The childminder gathers vital information from the outset to identify children's needs and particular interests. All the required consent agreements have been signed and clear contracts have been implemented regarding the business arrangements. Important information is clearly displayed for parents to view and they can see their children's individual progress folders at any time. However, parents are not yet encouraged to add their comments about children's learning to these development records. The childminder seeks parents views on the care provided and they make positive comments and value the range of fun activities she provides. The childminder has built effective links with other settings that deliver the Early Years Foundation Stage. She meets regularly with other childminders and liaises with key persons in the local pre-school to ensure that there is continuity in children's learning.

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

Children are happy and settled and enthusiastically take part in a wide variety of learning experiences. They benefit from the childminder's detailed knowledge of their individual needs. This enables them to develop strong, close relationships so that they become confident, independent and curious to try out new activities. For example, children confidently contribute their ideas when a large cardboard box is used as a pirate ship. Good levels of interaction are offered to support children's learning. Carefully formed questions are asked to elicit interesting answers from the children and these result in some very animated conversations. Children are able to see the written word displayed on posters, picture prompts and named place mats to help them understand that print carries meaning. They also enjoy

looking at books for pleasure and request to be read stories. Resources are accessible so children can choose what they would like to do for themselves.

The childminder's clear understanding of the Early Years Foundation Stage helps children to enjoy their learning and make progress towards the early learning goals in relation to their starting points. This is achieved through well planned activities in tune with the children's interests, enthusiasms and capabilities. The childminder provides a wide range of resources, toys and equipment to stimulate, challenge and interest the children. Individual observation record folders clearly document children's achievements and next steps, and demonstrate that children make good progress. However, the childminder has not yet started tracking children's achievements to ensure that there are no gaps in their learning.

Children have regular opportunities to attend toddler groups or visit the library where they take part in a wider range of activities and learn about their own community. They also develop their physical and social skills when meeting up with friends and using adventurous equipment in soft play centres. The childminder is consistent in her approach to managing children's behaviour and uses strategies that take into account their stages of development and individual needs. Her use of praise and encouragement for children's efforts and achievements helps to build their self-esteem and make them feel valued.

Children's health and safety is given a high priority. Clear procedures have been implemented so that children can swiftly evacuate the premises in an emergency. Children learn about the consequences of their actions as there are discussions about climbing on furniture, potential tripping hazards and taking care with toys. They have good opportunities for exercise and fresh air each day, which contributes to a healthy lifestyle. There are well established hygiene routines so that children adopt healthy habits and they eat nutritious meals. The childminder encourages children to drink regularly and ensures their individual beakers are kept topped up with fresh water, and are within reach at all times. Children's need to rest or sleep is built into the daily routine.

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