

Inspection report for early years provision

Unique reference number	EY267843
Inspection date	16/12/2010
Inspector	Lynn A Hartigan
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 2003. She lives with her husband, two adult children and one child aged 10 years. The childminder lives in South Woodham Ferrers in Essex. The whole of the premises, with the exception of the study and the second floor, is available for the children. There is an enclosed garden for outdoor play.

A maximum of six children under eight years may attend at any one time, three of whom may be in the early years age range. The childminder has strategies in place to support children with special educational needs and/or disabilities, and children who are learning English as an additional language.

Care is also offered to children aged over five years. This provision is registered by Ofsted on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall this setting is good and ensures children progress well through the Early Years Foundation Stage. The provision for the children's emotional well-being is also good. Children are happy and settled as the childminder is dedicated to ensuring their individual needs are supported within a safe environment. Good opportunities are in place to communicate with parents and effective partnership enhances the children's time with the childminder. The childminder values children's uniqueness and emphasis is given to inclusion. Children are encouraged to initiate their own play, however, storage of resources makes this difficult. Systems are developing well for self-evaluation and are beginning to include the children's and parents views.

What steps need to be taken to improve provision further?

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

- develop opportunities for babies and younger children to explore and experiment with natural materials
- review the organisation of toys and activities to provide children with more opportunities to independently initiate their own play and follow their own interests.

The effectiveness of leadership and management of the early years provision

The childminder is confident and fully understands her responsibilities with regard to safeguarding children. Appropriate guidance and information is readily available

should there be any concerns regarding the well-being of children in the care of the childminder. Information with regard to child protection is displayed for parents. The childminder is fully aware that members of the household who require suitability checks have completed these. This ensures that children are protected at all times and their safety is never compromised.

The childminder is vigilant within the home and on outings to ensure the children's safety. Good risk assessments are in place and a daily check list is also completed. Children wear reflective jackets when walking outdoors and on outings and learn about keeping themselves safe. For example, meeting the lollipop lady and learning about road safety.

The childminder is effective in promoting the children's learning and welfare. The provision of a good variety of resources supports children's learning and some good opportunities are available for children to have fun and learn. However, children are not always able to easily self-select a range of toys which means they cannot spontaneously extend their play without asking for equipment. The childminder is enthusiastic and committed to providing a good standard of care and completing further training when possible.

As a result of the childminder's enthusiasm to provide a fun and safe place to mind, children appear happy, secure and confident within the home and have formed a good relationship with the childminder.

The provision to communicate with parents is good. Parents are welcomed within the home to discuss their child's day and they are encouraged to settle their children. Copies of the childminder's policies and procedures are provided for parents and a daily diary is used, detailing the children's day. Parents are also encouraged to make comments. Parents are invited to view their children's development records whenever they wish, which ensures they are fully informed with regard to their child's progress at the childminders. The childminder has good opportunities to discuss working practices and arranges outings and activities for the children with other registered childminders. The childminder understands the importance of developing links with other settings and schools children attend.

The childminder utilises the space within the home well and has created a welcoming and child-friendly environment. Children are treated with equal care and concern as the childminder dedicates her time effectively to them. The childminder is committed to including all children in activities and values each child as unique. Children are learning about respect for differences and diversity through the various toys and resources available to them.

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

Children play happily with the building bricks. Older children concentrate for some time and proudly show their finished model. Younger children have fun climbing in the storage boxes and are provided with some additional resources to extend their play. However, the opportunities for young children to explore and discover for

themselves using natural materials is limited.

Children have many opportunities to socialise outside of the home as they regularly visit the local children's centre and join in organised childminding group activities. They are able to experience story time at the local library and enjoy choosing books to read at the childminders. This means they are developing a good understanding about text and its meaning and a passion and respect for books. They have great fun taking part in cooking activities. They choose and buy ingredients for special cakes, such as birthday cakes for their family, which they decorate and take home to share. As a result of these experiences, children are developing early mathematical skills. For example, when they use money and weighing ingredients.

Children discuss their delight in holding the bugs at a nearby zoo and hunt for insects in the garden. They make butterflies and bugs during creative activities and these are displayed within the home. They enjoy visits to the local farm to see the animals. They grow their own plants and flowers in pots in the garden and learn about taking care of them. This means they are gaining a good knowledge of the natural world around them. They enjoy fresh air and exercise when they visit the local park to develop their climbing and balancing skills. A garden is available throughout the year and offers a selection of resources which further support their physical development.

Children's progress and achievements are documented in their own file and their next steps of learning are identified and recorded. Photographs are displayed around the home, providing good opportunities for parents and carers to see what children are doing. The childminder uses these systems effectively to support children. Consequently, they are making good progress through the Early Years Foundation Stage.

It is evident that children feel safe and are comfortable within the childminder's care. A dedicated coat peg with the child's photo creates a sense of belonging. A fire evacuation plan is available and the children have an understanding of the procedure to follow as they regularly practise fire drills.

The childminder is a calm role model for the children. As a result of effective use of praise, children's behaviour is good and they are developing confidence and self-esteem. Opportunities to use technology, such as, programmable toys and electronic games, support children in learning skills for the future. The childminder also discusses the importance of recycling and the children are beginning to understand about the environment in which they live.

As a result of some traditional days and festivals included within the planning and some toys and resources depicting differences, children are beginning to develop an understanding about other cultures and beliefs.

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	3
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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