

Inspection report for early years provision

Unique reference number	EY103696
Inspection date	05/01/2011
Inspector	Suzanne Stedman
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 1996. She lives with her husband and two children aged 11 and 13 in a house in Colchester, Essex. There is level access to the premises and there is a ground floor cloakroom. The whole of the ground floor is used for childminding activities and children predominantly play in the lounge and dedicated playroom. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years of age at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in the early years age range, two of whom attend part time. She also offers care to children aged over five years. The childminder supports children with special educational needs and/or disabilities and children for whom English is an additional language.

The childminder is a member of the National Childminding Association. She walks children to and from local schools and pre-schools and attends local toddler and craft groups. She takes children to local parks and play areas and to nearby places of interest.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This childminder has developed an understanding of the individual needs of the children in her care and this enables her to support their learning and development to a satisfactory standard. Children's safety and security is given a high priority inside and outside the premises. This ensures that learning opportunities take place in safe, risk-assessed environments; however a clearly defined procedure for emergency evacuation needs to be developed. Partnerships with parents and others providing the Early Years Foundation Stage to the minded children ensure that the needs of each child are met. The childminder regularly reviews her practice to enable her to improve her service to her minded children and their families.

What steps need to be taken to improve provision further?

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

- develop observation and planning to effectively monitor each child's progress and identify their next steps towards the early learning goals
- implement and record a clearly defined procedure for emergency evacuation.

The effectiveness of leadership and management of the early years provision

The childminder has an informative safeguarding policy in place and shared with the parents. Security and risk assessments are in place to ensure the environment and activities both indoors and outdoors remain safe for children, however a clearly defined procedure for emergency evacuation is not fully developed.

The childminder has all the required policies and procedures in place which support her practices. These are all shared with parents and carers to ensure they are kept informed. She is committed to working in partnership with parents and carers as she understands the importance and benefits of partnership working. Parents are spoken to on regular bases and are asked to complete registration forms for their children when they come into her care.

Evaluation of the provision identifies areas for improvement. Emphasis and consideration is given to the views of the children and parents to ensure a satisfactory service is provided and activities are reviewed to improve or expand on existing practices. Activities are adapted to meet the unique child's needs and help them reach their full potential. This demonstrates the ability to evaluate and adapt to a child-centred approach.

Resources are at child height and are easily accessible in the dedicated play room. Children can freely select what they wish to play with for both inside and outside use.

The childminder has a satisfactory partnership in place with the local school. She is aware of the activities the children are participating in regarding the early years foundation stage and continues with similar themes in her own practice.

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

The children benefit from the childminder's understanding of how children develop and learn. They choose what to do and select resources independently in order to follow their interests freely. The childminder knows exactly when to intervene and when to hold back. She routinely links learning and conversations to develop children's understanding of what they see. Hugs and cuddles are shared to show children they are welcome and help them feel special. The children's individual records and assessments are all shared with the parents. However these do not always clearly identify the next steps, therefore currently children's progress is not fully maximised.

The children play harmoniously together. They share resources fairly and show consideration for others by being polite and learning to take turns. Children have opportunities to discover numbers and practise mark-making. For example, they count the colouring pencils, select them into matching colours and draw pictures for their families. The children enjoy outings to the local parks and other venues

developing their knowledge and understanding of the world and having fun on the climbing apparatus. They are making satisfactory progress towards the early learning goals and are developing the skills they need for future learning.

Children have satisfactory opportunities to be active and quiet within their routine. The childminder plans the day to meet their individual needs and recognises when children need to rest. Children experience outdoor play on a daily basis. They confidently take part in energetic exercise and develop their coordination and mobility using a variety of physical apparatus. Children are provided with healthy snacks and well-balanced meals and follow well-established hygiene routines.

Children are secure within their environment and are learning about keeping themselves safe. For example, children are aware not to run inside and to use the outside apparatus appropriately. This helps to reinforce their understanding of staying safe. Emergency evacuation procedures are practised and road safety is discussed so that children gain an awareness of potential dangers and how to stay safe.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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