

Inspection report for early years provision

Unique reference number	EY341944
Inspection date	13/01/2011
Inspector	Sandra Daniels
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.

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 2006. She lives with her husband and four children aged 12, nine, seven and five years in Leigh-on-Sea, Essex. The ground and first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time, of whom three may be in the early years age group. She is currently caring for a total of eight children, five of whom are in the early years age group. Some children attend on a part-time basis. The childminder walks to local schools and pre-schools to take and collect children. The childminder attends local parent/carer & toddler groups. The childminder is a member of the National Childminding Association and the local childminding network Children Come First. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of the children's welfare and learning, enabling them to make excellent progress in the Early Years Foundation Stage. The environment provides a welcoming, stimulating and homely place where children develop independence and self-esteem and learn through play. Children are safe, secure and well protected. The childminder strives to provide the best she can for the children by offering them a wide range of play experiences and outings. She reflects on her practice and is in the process of setting targets for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the culture of reflective practice and self-evaluation to identify strengths and priorities for development to improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Children are protected very well as the childminder fully understands her role in safeguarding children and is confident to put procedures into practice when necessary. She has attended training in this area and has a robust policy in place which is shared with parents. Effective and thorough risk assessments are in place to eliminate or minimise potential hazards and ensure children's safety in the home and on outings. The childminder has begun to self-evaluate, identifying her strengths and outlining her good practice. This is being developed further to identify clear goals and targets for future development.

The childminder plans a varied and stimulating programme for the children, following their interests and building upon them. She organises her home so that children can independently access a wide range of toys and equipment and they have access to all downstairs areas, as well as the garden. She has developed very close relationships with the children and their families as they work closely in partnership. Parents receive good quality information about the setting before their child starts and on a regular basis throughout the placement. The childminder clearly sees each child as part of a family unit and is supportive to the family as a whole.

Children's welfare is supported by documentation, including consents, contract details and personal care requirements. The childminder keeps up-to-date with changes and developments in childcare by attending training workshops and through discussions and network meeting with other childminders. She has built highly effective relationships with other agencies and professionals, for example, local schools and pre-schools and the local children's centre.

Good quality resources and activities are available to promote diversity in religion, culture, gender and ability. Various festivals from around the world are celebrated at an appropriate level and the childminder has made a 'similarities and differences' book to support discussions with children.

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

Children are happy, relaxed and very much 'at home' in the childminder's company. They form strong and trusting relationships and it is evident from the interactions that they are very fond of each other. For example, the children involve the childminder in their play, happily chatting to her about what they are doing, and approach her for cuddles. She is interested in them and their lives and is genuinely warm and caring towards them. Children are learning to be independent and confidently access the resources. For example, they choose the puzzle box and successfully complete a jigsaw depicting children washing their hands. The baby shows an enthusiastic interest in the wooden shape sorter and is supported by the childminder to find the right hole for each shape. As she succeeds, she looks at the childminder and they both clap to acknowledge her achievement. Children's language skills develop exceptionally well as they talk about what they are doing and ask lots of questions. The childminder actively encourages lots of discussion during role play, using appropriate questions and listening to and valuing their comments. Children's social skills and ability to communicate with others are rapidly enhanced, ensuring that they are developing the underpinning skills needed for their future success. Children have many opportunities to mix with others and develop social skills. They attend several groups with the childminder and begin to learn to share and take turns. They play outside every day, either in the childminder's well-equipped garden or local parks. They enjoy a broad range of suitable and stimulating stories with the childminder and choose from a range of extremely good quality books. Children have opportunities to get to know their local environment as they visit the library, beach or shops.

Each child has a personalised learning journey provided by the childminder. These are recorded in folders which contain photographs, observations and individual plans to move children on to their next steps in learning and development. Assessment records clearly show that all children are making significant progress from their starting points.

Children's welfare is promoted and they receive a balanced and healthy diet, supporting them to learn about foods that keep them healthy. The childminder has an excellent reputation for providing home-cooked meals using fresh organic ingredients. Children drink filtered water and enjoy a selection of fresh fruits for snacks. Meal times are sociable with children and the childminder sitting around the table, chatting as they eat.

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	1
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	1

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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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