

Inspection report for early years provision

Unique reference number	204286
Inspection date	01/02/2011
Inspector	Tina Mason
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 1990. She lives with her husband and two adult children in Grays, Essex. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has one pet tortoise, Amazon parrot, three African grey parrots and two guinea pigs. The childminder is a member of the National Childminding Association.

The childminder is registered to care for a maximum of six children under eight years of whom three can be in the early years age group. The childminder is currently minding three children in the early years age group, two of whom attend on a part-time basis. The childminder also cares for children over five years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools and pre-schools to take and collect children.

The childminder is able to support children with special educational needs and/or disabilities and also those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the children's individual needs and works closely with parents, obtaining much information about the child and their requirements. Children make good progress in their development because the childminder has a clear understanding of their differing stages of development and plans stimulating activities which are tailored to their individual requirements. Her home is welcoming and well organised to allow children to follow their own interests, as they access a variety of toys and resources to support their development. The childminder updates her knowledge and skills on a regular basis and effectively helps children to learn about and understand the society in which they live. Although, some resources for them to develop, understand and value some aspects of disabilities are limited. The childminder makes good use of the self-evaluation processes to identify areas for further development, this supports continuous improvement and promotes outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- expand the risk assessment of the premises to include aspects of the environment that need to be checked on a regular basis and maintain a record of these aspects and when and by whom they have been checked (Suitable premises, environment and equipment) 10/03/2011

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

- develop further opportunities and experiences for children to develop an understanding and valuing of diversity, with particular reference to disabilities.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of how to implement procedures for child protection, to ensure that the well-being of the children is maintained. She understands her responsibilities in protecting children from harm. The childminder has access to the Local Safeguarding Children Board procedures, which enables her to take the necessary steps to safeguard and promote the welfare of children. The environment is safe and the childminder is proactive in minimising any risks to children. However, a record of regular safety checks and when they are carried out is not being maintained, which is a breach of regulations and potentially compromises children's safety. Risk assessments for each type of outings are effectively carried out, ensuring the safety of children when out and about. The childminder has devised a good range of policies and procedures that inform parents well about the service she provides. Confidentiality is maintained and documents are kept secure.

The childminder holds a current first aid certificate, and has procedures in place to obtain consent from parents for emergency medical treatment. This ensures that she is able to respond to accidents quickly and effectively. She self-evaluates all aspects of her provision well, identifying weaknesses and making improvements, which successfully improves children's all round development. Good relationships with parents are beneficial to the continuity of care that the children receive. The childminder speaks to them on a daily basis, and each child's developmental file is shared. This ensures they are fully informed of the activities their children have enjoyed and how they are developing. The childminder does not currently care for children with special educational needs and/or disabilities or children who attend other early years provisions. However, she understands the importance of partnership working to improve outcomes for such children when the need arises.

The home is well-organised, and toys and resources are displayed in low-level containers, enabling children to help themselves.

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

The childminder has good knowledge of the learning and development requirements set out in the Early Years Foundation Stage framework. She supports children's learning through planned activities and experiences both at home and

within the local community. The childminder observes the children and assesses her findings to ascertain their stage of development in each area of learning. Children form very close relationships with the childminder. She has a very calm and caring manner; as a result, they feel extremely safe in her care. They clearly feel part of the family and regularly show spontaneous affection for her, which is reciprocated. The childminder has a very good understanding of how children learn and uses effective questioning, as she engages in their play. Children's future skills are successfully promoted within the setting, with good attention given to promoting the use of tools and materials. Much care is taken by the childminder to provide activities that support children's speech and literacy. For example, children enjoy looking at books with the childminder and have frequent opportunities for mark making. Good use is also made of resources to promote children's problem solving. For example, younger children are beginning to understand variations in size as they construct models from different sized bricks.

Children have access to a good range of books, which they enjoy looking at with the childminder. They turn pages, pointing at the pictures and enthusiastically naming those pictures they recognise. They develop their creativity, as they take part in planned art and craft activities, such as, sticking and painting. Children have lots of opportunities to join in with singing activities and learn to move rhythmically, as they use musical instruments. They develop their social skills, as they take part in activities at the local toddler groups. The childminder is effective in helping the children to behave well. She is a very good role model, leading by example. This means they fully understand the boundaries and feel safe as a result.

Children become aware of the diverse world in which they live through toys, resources and activities provided which reflect different cultures. For example, the children enjoy celebrating different festivals. Although, there are limited opportunities for them to develop an understanding of some aspects of diversity. The childminder is effective in helping the children learn about their own personal safety and the benefits of following a healthy lifestyle. For example, they regularly practise the emergency evacuation procedures, so they know what to do in the event of a fire and learn to cross the road safely when out in the community. The children have made their own posters which are displayed in the bathroom to promote hand washing, and getting rid of germs. They have good opportunities to develop their physical skills, as they play in the garden and visit local parks.

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	3
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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