

Inspection report for early years provision

Unique reference number	EY337171
Inspection date	11/02/2011
Inspector	Tina Mason

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 2006. She lives with her husband and three children, one aged twelve and nine year old twins in Brentwood, Essex. The whole of the childminder's house is 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 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, who attend on a full-time and 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 supports those who speak English as an additional language. The childminder is a member of the National Childminding Association.

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. The childminder's 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 most areas of learning. The childminder's positive attitude, partnership working and commitment to attend further training demonstrate her good capacity for continual improvement of the service and outcomes for children. The childminder is beginning to establish effective systems in relation to self-evaluation to identify key strengths and areas for development.

What steps need to be taken to improve provision further?

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

- develop the educational programme, with reference to supporting children's understanding of problem solving, reasoning and numeracy
- develop methods of including view of parents and children in the self-evaluation process.

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. All adults living in the childminder's home have undergone all necessary checks to establish their suitability. The childminder records children's attendance on a daily basis with the number of hours they are in her care. The childminder is well-organised, efficient and knowledgeable in all aspects of her childminding. This is reflected in the good quality of care and learning the children receive on a day-to-day basis. The wide range of well-informed and good quality information, such as the detailed policies and procedures and risk assessments, fully promotes children's safety and welfare.

The childminder is very professional in her approach with parents, which ensures she works in partnership with them to meet their child's individual needs. This starts with good settling in routines for children and the ongoing sharing of information through daily discussion, daily written diaries and sharing of the children's developmental record books. The childminder is committed to working in partnership with others and takes a lead role in establishing effective working relationships. For example, the childminder works together with other childminders in the community to provide children with play sessions which, further promotes their social development. 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 childminder attends regular training to extend and develop her skills and knowledge. For example, she has studied for a diploma in home based childcare and has completed a detailed self-evaluation document. Although, the views and opinions of parents and children who use the setting have not yet been obtained to ensure a clear representation of the service is gained.

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 planning is developed each week by the childminder. However, the planning does not clearly demonstrate how it covers all of the early learning goals, in particular problem solving, reasoning and numeracy and does not give clear learning intentions for these activities to enable and give the childminder some focus for the activities. 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 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.

Toddlers were observed to be very inquisitive and interested in exploration and investigation in many of the sensory toys and activities. Children's imaginations are stimulated through art and craft activities and role-play. For example, children enjoy playing with the play dough, manipulating and mixing the different colours together, they enjoy pulling it apart and then squeezing it together. 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.

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. 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. They have good opportunities to develop their physical skills, as they play in the garden and visit local parks. The childminder is effective in her encouragement of children's confidence, and promoting their social learning. For example, she successfully helps children to understand their feelings, and cope with difficulties during their play. She uses her close support, particularly with the younger children, to help them share and take turns. In addition, 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.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met