

Inspection report for early years provision

Unique reference number	EY258809
Inspection date	02/02/2011
Inspector	Caroline Preston
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 two children aged 10 and 13 in Harold Wood, Essex, which is within walking distance of local schools, shops, parks and a main line train station. The whole of the ground floor and the first floor bathroom only are used for childminding. A fully enclosed garden is available for outside play. She has pet dog. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted on 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.

Overall children individual needs are met, they enjoy feeding the animals and play in the garden. Children are safe and secure in the setting, knowledge of safeguarding and daily risk assessments support the welfare of children. Sound partnerships with parents ensure children are happy and cared for, links with local schools support children's needs. Effective self-evaluation has improved practice.

What steps need to be taken to improve provision further?

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

- develop systems to ensure children's next steps are in place continuously.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has an understanding of child protection procedures. She has records of risk assessments for trips to the park, kidspace, Tesco, school run, pre-school, and library and Harold Hill Sure Start Centre. Fire drills are carried out regularly, risk assessments include emergency plan, first aid box, living, sleeping and play areas, toys and equipment, kitchen, eating areas and utility room. Policies include working in partnership with parents, confidentiality, complaints, safeguarding, dropping off and collection, emergency evacuation, lost child, sick child, medicine, inclusion, medication, emergency medical treatment and behaviour management. All of which supports the smooth running of the setting. The childminder holds a current first aid certificate and displays her public liability insurance. All household members have undergone suitability checks.

Self-evaluation includes completing the basic skills primary quality mark for early years and she also has completed her EDEXCEL level 3 in NVQ. Training booked includes maths workshop, and refreshers in child protection and behaviour management. The childminder has also met the additional criteria of the NCMA Quality Standards as an early years provider. Self-evaluation includes actions such as replacement trampoline net, parents to leave feedback in journals, replacement swing for back garden, replacement fence for back garden, decking over the patio, new trikes, scooter, and sand table for garden. The childminder has also evaluated that parents need to be more involved with ideas and to get back on track with tracker books and observations. This supports the care and education of the children and continuous improvement.

Partnership with parents is promoted by encouraging parents to take home their child's journal, when undertaking themes parents are asked to support learning such as bringing conkers, leaves etc during winter themes. The childminder and parents discuss at the end of each day what the children have been doing and any concerns they have. The childminder supports parents during potty training and hygiene routines, she also discusses with parents what playgroups children attend, this supports strong relationships. Parents are asked to sign risk assessments, attendance register, medication and permission forms such as, public transport, photographs, outings, trampoline, large play equipment, permission to seek emergency medical treatment and use of childcare first-aid kit.

The childminder works in partnership with the schools, when dropping off and collecting children, she also attends fairs and other school activities. The childminder also relays messages to parents when needed. The childminder speaks to key workers at pre-school to discuss what topics are covered, for children who attend both her setting and pre-school, so she is able to continue learning at home, this supports children's individual needs.

Resources available to children include pens, pencils, books, trucks, kitchen, play house, dinosaurs, jig-saws, mega sketchers, garages, cars, dolls, buggies and books. Outdoor equipment includes trikes and bikes, scooters, ball pit, bouncy cube, small bouncy castle, rocking horse, paddling pool and trampoline. Children have ample space to play in the play room, sun lounge and garden.

The childminder promotes diversity through offering children a wide range of play resources that promote differences, celebrating cultural festivals and welcoming all children. Policies and procedures are available that show how children are cared for which are given to parents. She also attends training, all of which promotes children's individual needs.

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

Children enjoy putting together puzzles with the childminder at the table, puzzles that are more difficult are given to older children. This shows that the childminder has a strong understanding of children's individual needs and

developmental stages. Children sit and talk to the childminder, they are confident to ask for the Melissa and Doug game, this involves children finding the letters and slotting them into the correct places. This demonstrates the children's problem solving and concentration skills. Weekly planning sheets are completed, which include, colouring wipe clean books, ABC books, garden play, mega blocks, foam castle, the computer, potato heads, monster trucks, button board and dinosaurs. Planning also includes gluing, home corner, colouring and stencils, tool kit, musical instruments, jungle animals, farm yard and rocket shape sorter. Topics include garden play, dolls and buggies, computer, tills and play food, big trucks and play dough. Children's next steps are recorded for example, individual child observed to be much better at making a train set and much better with mega blocks. However, recording of next steps are not always in place. Children enjoy listening to stories for example, they discuss what's happening in the story such as the sound of the bells. This promotes children's language and vocabulary, as well as awareness that print has meaning, children also enjoy sitting together in a small group, building relationships. Young children enjoy play with a range of toys including musical instruments. Children enjoy learning through their senses, as they place their hand in a bag of different objects and describe what they are feeling, for example a soft sponge and cards. Children enjoy gluing and sticking sponges on large sheets of paper.

Each child has a learning journal which includes observations and photographs of what they have done for example hand prints drawing, play outside and feeding the rabbit. Parents are also invited to make comments, which they have stating they are happy with the care their child receives. Each child also has a record of progress through the Early Years Foundation Stage, recorded for each child is all about me including, this is my family, I am good at, my friends are, my favorite activity is, my favorite toy is, I like when and I get upset when. This ensures the childminder has information about each child when they start. Also recorded are evidence and progress notes for all six areas of learning, for example, child's first time at tidying up at the end of the day, photo evidence in their journal.

Other evidence of children's progress is for example under self-care, observed is child aged between 8-20 months who is able to point to cup on the worktop when he wants a drink and is able to take off his own socks and shoes, when putting on child's coat he will stand the right way and when changing his nappy he is able to step back into his trousers himself.

Photographic evidence includes messy play at the local children's centre such as, playdough, mask making, water play, sand, cornflour and jelly, water with sparkles, gluing, flower making, baby play area and painting. Children also enjoyed bug hunting at the manor collecting and looking at butterflies. Activity planning sheets with photographs of children taking part includes making mothers day cards, mothers day bookmark, bonnet making, planting seeds, bean sprouting, Father's day cards, animals of the world, tree collage, Halloween and celebration of Chinese New Year, St David's day and senses. Children enjoy feeding the rabbits, guinea pigs, hermit crabs, snake, frogs, dog, and hamster and crested Geckos daily, which also supports their understanding of caring for animals and the natural world. Children self-select play resources from the sun lounge where there are a wide range of play resources.

Children learn about safety through discussions such as road safety, holding onto buggies, the need to stand still in car parks, the need to walk on the inside of the buggy, not to run indoors, they are aware to ask for help using steps into the garden. The childminder discusses the consequences of what would happen in these situations if children did not listen and learn about safety. Posters that children look at and discuss include safety in the home, pictures of open plugs, tripping hazards on stairs support children's knowledge. Children are encouraged to wash their hands before meals times, after using the toilet and when children feed or touch the animals and after messy play. The childminder wears gloves for nappy changing which supports children's health and well-being. Children go out every day and walk to school, the childminder explains the benefits of activities, such as making their hearts go faster, children enjoy use of the trampoline, bikes, trikes, walking the dog and visits the park

Children learn about healthy lifestyles by discussing the benefits of eating healthy foods, children choose their own fruits and vegetables and have time to rest and recharge their batteries, they also discuss the benefits of exercise. Drinks available at all times include water and sugar free juice, children enjoy lunch such as sandwiches filled with ham, chicken, cheese and sausage rolls occasionally, scrambled egg on toast and crackers. Currently no children stay for evening meals, evening menus do include sausage, mash, peas, vegetables and gravy, tomato pasta, spaghetti bolognese, lasagna and salad, and pork chop, wedgies and vegetables.

Children learn about diversity by attending diversity fairs where there are workshops for the children including access to diverse puzzles, different dressing up clothes and different musical instruments. Children celebrate Chinese New Year, and St .David's, day, resources include books, and skin toned crayons, library books that include books on disabilities. Children also have access to different hand puppets showing children with disabilities and from different cultural backgrounds, doll with cane and glasses, dolls houses with small people with disabilities. Photographs include disabled people in bike races, children listening to stories that have disabilities and come from different cultural backgrounds, blind children taking part in activities. Children also have access to flashcards, puzzles, CDs, books titled, stories from the Hindu world, Grandfather and I, I have Down's Syndrome, I have Spina Bifida, I have Cerebral palsy and festivals and celebrations. This supports children understanding of the wider world.

Children learn skills for the future by use of computers, CDs, tape machines, music toys with microphones, walkie talkies. Children learn numeracy skills through first stage learn to write books, number snap, flip flash counting, flip flash alphabet, first words magnets reception, multi-activity books, first handwriting activity books, bumper learn with stickers, jumbo dot to dot and hilarious handwriting activity books.

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	3
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	3

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	3
The extent to which children make a positive contribution	3
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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