

Inspection report for early years provision

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| Unique reference number | EY356481 |
| Inspection date | 28/02/2011 |
| Inspector | Ann Cozzi |
| 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 2007. She lives with her husband and two children aged five and three-years-old in a house in Brentwood, Essex. The childminder uses the ground floor of the property for childminding activities and toilet facilities are also available on the ground floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding three children in the early years age group. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She is also a member of the childminding network and is accredited to receive funding for nursery education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding about the needs of each child in her care. This helps her to support and promote their welfare and learning and identify any additional support needs that may be required. Children are safe and secure and benefit from learning about the local and wider world. Partnerships with parents and others are important in providing continuity of care and learning for all children. Children progress well, given their age, ability and starting points. The childminder is proactive in reflecting on her practice and seeks parents' views enabling her to respond to the needs of those using her service.

What steps need to be taken to improve provision further?

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

- improve the frequency of observations to ensure that learning priorities for each child are consistently identified.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding and protecting children from harm. She has clear procedures in place and knows how to make a referral should she have a child protection concern. In addition to daily safety checks, the childminder completes written risk assessments which include all areas of her home and how she manages safety when she takes children out and about in the local community. Children are safe in the childminder's home and her attention to

ensuring that the front door is always secure means that intruders are prevented from entering and that children are unable to leave unsupervised. There are an extensive range of policies and procedures which are shared with parents and implemented in practice. This in turn supports the smooth day-to-day management of her setting and provides positive outcomes for children. The childminder has completed all necessary training. She keeps her paediatric first aid training up-to-date which enables her to provide appropriate care in the event of an emergency. All records and documents required by legislation are in place and maintained as necessary.

The organisation of the childminder's home is good. Children are able to make their own choices thus building on their independent skills. Her home is well maintained and the environment is conducive to learning. There is no bias in the childminder's practice in relation to gender, race or disability. This enables her to provide an environment which is rich in opportunities for children to learn about other cultures and customs. Partnerships with parents and other partners are purposeful. The sharing of information enables the childminder to build well on learning which happens at home and in other settings.

The childminder reflects on her practice as she talks with parents and invites them to complete a questionnaire on a regular basis. She completes a daily diary which is also used to enable a clear two-way flow of information with parents. The childminder also works closely with other local childminders and her development officer in order to further reflect on and develop her already good practice. She has successfully addressed the recommendations raised at her last inspection which has had a positive outcome for the children attending.

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

The childminder has taken the time to develop her understanding about the requirements of the Early Years Foundation Stage. She uses a daily diary to record some of the activities and learning opportunities which children take advantage of and enjoy during their time with her. She also completes written observations and takes photographs in order to show how children are making progress towards the six early learning goals. She clearly identifies their next steps for learning although, at times there is a minor weakness in the frequency of observations to ensure that learning priorities for each child are consistently identified. As a result, the planning of some activities may not always be securely based on children's individual next steps in learning.

Children develop self-confidence and a belief in themselves as they move around the setting freely making their own selections about the toys they would like to investigate. For example, they show an interest in battery operated toys as part of small world play. They discover that when they carefully place an animal in the correct space it either plays a tune or makes the appropriate animal sound, such as, 'baaa' or 'moo'. Children have lots of fun as they persist for extended periods of time at an activity of their choosing, for example, they enjoy repeatedly hiding a

small toy helicopter under a shoe box and then telling adults it has gone, laughing with delight as they lift up the box to reveal the helicopter underneath. Children enjoy listening to rhythmic patterns in rhymes. They repeat key words or phrases, for example, as they sing familiar rhymes, such as, 'incy wincey spider'. In addition they have lots of fun rocking backwards and forwards as they join in action rhymes, such as, 'row, row, row your boat' with the childminder. Children's understanding of the wider world is demonstrated through their play, for instance, as they drive around the setting on a sit and ride car. They carefully negotiate obstacles in their way, safely manoeuvring around them. Children respond to simple instructions such as finding the appropriate props and pictures prior to singing a favourite nursery rhyme. Children show good control in their use of tools and equipment as they use a spoon to scoop up custard and feed themselves. They use some number language, such as, 'more' and 'a lot' and they recite some number names in sequence. For example, as they help the childminder to count toy cars or as they remove each piece of a puzzle.

Children's understanding of the wider world is developed through discussions and trips out and about where they meet people in the local area and find out about the natural world as they enjoy walks in the local parks. In addition, they also enjoy trips to a local children's centre where they have access to large apparatus and can engage in strenuous activities. The childminder and parents work together to support children's healthy eating. All children have access to drinking water at all times so that no one remains thirsty. Children clearly learn about the importance of developing and implementing good personal hygiene routines. They wash their hands at pertinent times and the procedures for those in nappies are good as they prevent the spread of infection. All children are able to rest or be active according to their individual needs.

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

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| 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

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| 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

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| 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

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| 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

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| 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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