

Inspection report for early years provision

Unique reference number	590282
Inspection date	09/03/2011
Inspector	Lindsay Dobson

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 2000. She lives with her husband and three children aged eight, 15 and 21 years in Loughton Essex. The whole of the childminder's home is used for childminding purposes and there is a fully enclosed garden available for outside play. The family has a cat, three guinea pigs and two dogs as pets.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years at anyone time. There are currently six children on roll, of whom three are in the early years age range. All children attend on a part-time basis. The childminder provides care for children who have 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 successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the childminder's welcoming and inclusive home. They enjoy their time with the childminder and engage in a variety of stimulating play opportunities. As a result they are making good progress in their learning and development. Good partnerships with parents and other providers of the Early Years Foundation Stage have been established and effective systems are in place for sharing information. Documentation to support the childminder's practice is well organised and most is fully effective. The childminder demonstrates an enthusiastic and positive attitude towards her provision. She is targeting future plans for continuous improvement through her developing systems of self-evaluation.

What steps need to be taken to improve provision further?

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

- continue to develop observations and assessment systems to increase the detail and ensure identified next steps are more focused and targeted to move children on in their learning
- further extend self-evaluation processes to more effectively include the views of parents and children.

The effectiveness of leadership and management of the early years provision

The childminder safeguards children's welfare effectively. She is well organised and has all the required records in place that promote children's health and well-being.

The childminder has a clear understanding of her responsibilities towards the children in her care and is familiar with the steps to take if she has concerns about a child. She has attended safeguarding training to further enhance her knowledge and keeps a range of supporting literature, such as the Essex child protection booklet to hand. All required policies and procedures are in place, well organised and regularly reviewed by the childminder. There is a clear system in place to record children's attendance and suitability checks are carried out on all adults living on the premises. Risk assessments are detailed and cover essential aspects of the home, garden and the outings undertaken with the children. The childminder also carries out daily checks to further promote a safe and secure environment.

The childminder provides a service which is inclusive for all children and their families. She works with parents to ensure that she understands each child's background and care needs. Children's self-esteem and sense of belonging are promoted as they are encouraged to choose what toys they would like to play with. Children are becoming familiar with differences as they play with a range of toys that positively promote diversity, celebrate a range of cultural festivals and learn from the positive attitude of the childminder. The childminder reflects on her practice and is evaluating her provision enabling her to identify her strengths and areas for development. She is using the Ofsted form as the basis for her evaluation and has identified additional training opportunities as a way to further enhance her service. However, the childminder has not implemented effective systems to fully include the views of the parents and children in the evaluation process.

The childminder maintains good relationships with parents, enabling them to exchange information about the children and thereby ensure that she can offer children effective support. The childminder shares information with parents about their children's activities and progress, both verbally and through daily diaries. She maintains close links where required with other professionals involved with the children. The childminder liaises with other providers of the Early Years Foundation Stage to enable her to share information and offer continuity in learning.

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

Children are happy and settled in the childminder's home. She organises space and play resources well, which enables children to safely engage in a good variety of play experiences. In addition, she actively engages and challenges the children, taking into account their individual abilities and preferences. The childminder has a good understanding of the requirements of the Early Years Foundation Stage framework and consequently, children are well supported in all six areas of their development. She is actively engaged in activities and considers all children's interests and abilities when planning their learning through play. The childminder completes regular observations on the children, which link to the areas of learning and identify children's next steps. However, some observations lack detail and focus to enable the childminder to ensure next steps are well targeted. The childminder does make good use of meaningful photographs to evidence children's achievements in their individual files.

The childminder promotes children's problem solving and reasoning through daily routines and activities. For example, children enjoy completing jigsaw puzzles and spend time threading cards with laces, working out how to put the laces through the holes. The childminder encourages the more able children to support the younger ones as they play matching games. She supports the children as they play an African game called 'mancala'. They count out the four beads needed for each section. The childminder explains early mathematical concepts to the children, such as 'we have three beads, how many more beads do we need to make four?'. Children's knowledge and understanding of the world is promoted in many ways by the childminder. She gives high priority to teaching children to respect each other and value their differences. Children have opportunities to plant and grow salad vegetables and potatoes in the childminder's garden as she has made two raised beds for them. They learn to care for the childminder's pets through feeding them and learning about their care needs. Observations of children explain how they enjoy using the programmable toys, such as the 'Bee Bot', learning how to press the buttons to move it left and right directing it around the floor rug. Children have good opportunities to practice early mark making in the 'gloop' using their fingers and a range of tools. They have good access to a stimulating range of books and thoroughly enjoy using the story sacks, with favourites including the 'Gruffalo' and 'Handi's Surprise'. Children love to use the puppets and props to bring the stories to life. The childminder makes very good use of flash cards and books in other languages to support children who have English as an additional language.

Children's good health is well considered through daily physical activities, either within the home, in the garden, on local walks in the community and in the park, where they have good opportunities to develop their gross motor skills. Children are protected from cross infection as they are encouraged to wash their hands before eating and after toileting and are provided with liquid soap and paper towels. The childminder implements an effective policy to exclude sick children and ensures parents are fully aware of this. She prepares a healthy, nutritious and a varied range of meals and snacks for the children. Fun activities promote healthy eating with the children, such as making a fruit salad for their dessert. The childminder takes into account their individual dietary needs and ensures these are fully met. Children are involved in practising the emergency evacuation drill from the home and the childminder teaches them about road safety and 'stranger danger' when they are away from the setting. Consequently, children's all round welfare and safety are positively promoted when they are in the childminder's care. Children's behaviour is good and they respond well to the childminder's clear expectations. Any unwanted behaviour is dealt with calmly and in a manner that is appropriate to the age and level of understanding of the children. Consequently, children are learning to show respect for themselves, others and their environment. The positive praise they receive for their efforts and achievements raises their sense of security and self-esteem.

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

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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