

Inspection report for early years provision

Unique reference number	203229
Inspection date	07/03/2011
Inspector	Sue Riley

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 1999. She lives with her husband and two children, in a residential area of Wickford. There are facilities close by, such as, parks, schools and shops. The childminder is registered to care for a maximum of six children at any one time and is currently caring for two children in the early years range. At times the childminder works with an assistant and the maximum numbers of children may be increased. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She holds a recognised early years qualification and is accredited to care for children who are in receipt of funding.

The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder attends the local parent and toddler groups and takes and collects children from local pre-schools. 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.

Children are safe, secure and cared for in a clean and comfortable home. A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. Children show good levels of self-esteem because the childminder gets to know them very well and values them as individuals. The childminder has developed a good close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. Most aspects of children's welfare are suitably promoted which means that children are fully safeguarded. The childminder is using the self-evaluation process to identify areas for improvement and this is being used to ensure that the provision for children is continually improving.

What steps need to be taken to improve provision further?

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

- ensure accident records contain sufficient information to fully protect children with reference to the area of injury.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder understands her role to protect them from harm. The childminder has a sound knowledge of safeguarding issues. She has a written detailed statement of the procedures to follow if she was concerned about a child. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other

household members over 16 and about her experience and training. Records of risk assessments are in place for all areas of the home used for childminding purposes and the childminder makes regular checks to identify and minimise any hazards. Due attention is given to risk assessing outings with the children and a clear procedure is in place to guide practice when out in the community. Effective safety measures are in place with regard to the premises. The door to the house is kept locked to prevent unwanted visitors from entering the premises, ensuring children are safe.

The childminder effectively maintains most of her records. However, accident records do not always contain sufficient information about the whereabouts of the injury. This potentially could place a child at risk. A wide range of policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure and are very well-organised. Systems are in place to review all policies and procedures to ensure they are kept up-to-date with current guidance.

The childminder demonstrates ambition, vision and drive to develop the provision further. She has developed a system of self-evaluation and is effectively reflecting on her practice, identifying her strengths and areas for development to maintain continuous improvement within her service. She has mainly identified training needs. The childminder ensures she keeps up-to-date with current information through reading and by using the media. The childminder organises the environment effectively to ensure children have suitable areas for play and rest. Resources are readily available for the children and they are able to make their own choices about what they would like to do and play with. The childminder ensures she can supervise the children at all times. Children's welfare needs are met and they achieve as well as they can, as the childminder adapts activities to ensure they can all participate. The childminder has systems in place to monitor children's progress in relation to their starting points. Observations and assessments are ongoing and information is used to plan for the next steps for children taking into account their abilities, likes and dislikes.

The childminder has started to develop working partnerships with other providers involved in the care of the children. The childminder develops positive relationships with parents and children and this contributes to inclusion, meeting their needs consistently and providing continuity of care. Parents express their approval of the care their children receive through discussions, thank you cards and questionnaires. At the start of the placement the parents are provided with information which includes all the childminder's policies and procedures. This ensures parents are fully aware of the childminder's practice. Parents are kept informed about their child's activities through the daily discussions, records and the sharing of their development files. The childminder treats all children equally, but is very aware of their individual needs and levels of understanding. She talks to parents to ensure she has a sound knowledge of each child's background and needs. The childminder makes the most of diversity to help children understand the society they live in.

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

The childminder demonstrates a sound knowledge of the learning and development and welfare requirements to promote children's learning and care. She has a good understanding of how children learn through play and how they develop. The indoor environment is set up for children's learning with lots of free choice of activities from a wide range of resources. The childminder is very warm and welcoming to the children, thus, providing a safe emotional environment where children feel safe and secure. She uses the observations, assessments and learning journals for individual children to inform the planning for the daily and weekly activities. This ensures that all children's learning and care is tailored to their individual needs and interests and complements their learning experiences at the other settings which they attend. The childminder recognises that often children's play deviates from the planning as they initiate play for themselves, she encourages this at all times and will adapt her planning accordingly and always keep in mind the children's current interests. For example, with the jigsaw puzzles, the childminder had placed one in a prominent position about the current theme which is around animals, but the children wanted to do the 'bus' jigsaw puzzle. The childminder was very good at discussing this puzzle with the children and asked lots of questions about keeping safe when out and about.

Children feel good about themselves because the childminder offers frequent positive support, praise and encouragement. This helps to build children's confidence and self-esteem. Children are beginning to understand boundaries, rules and limits and to understand why they exist. They are learning to use their manners and are encouraged to share and take turns. Children follow house rules and show a strong sense of security and feel safe within the setting. The rules are in a picture format to help the younger children understand what they mean and refer too. Children learn about dangers and how to keep themselves safe, routinely taking part in fire evacuation practises and learning all about road safety when out and about in the community.

The childminder promotes children's health well by taking a range of positive steps to encourage healthy eating and to help them understand the importance of regular exercise. The childminder demonstrates a very good understanding of healthy eating and at present parents choose to provide their own children's lunch. The childminder provides healthy snacks. Meal times are social occasions where children benefit and learn good social skills and appropriate table manners. Their independence is promoted as they help themselves to drinks as they become thirsty. Children are developing a good understanding of healthy lifestyles. For example, they soon become aware of the hand washing routines as they follow the appropriate practices. They have their own individual towels to prevent the risk of cross-infection. Children are encouraged to play outside, taken for walks or visit the local parks so they feel the benefits of fresh air and exercise.

Children are very confident and demonstrate good levels of concentration. They enjoy mark making, drawing, writing their names on their work and when playing outside they make their own shopping lists. Children ask the childminder for some

sticky tape so they can place their drawings on the wall. Independence is promoted at all times. For example, they put their own shoes and coats on when going outside to play and they are encouraged to peel their fruit at snack time. Children are secure with language and talk about what they have been doing over the weekend with their parents. They ask to watch a television programme as they are learning signing and enjoy using this form of communication. As the children look at photographs they talk about the past events that they can remember. When looking at the alphabet poster they can identify some letters and reinforce this with using the sound of the letter. The childminder encourages children to count in play. For example, she asks how many legs does the toy sheep have and encourages the children to touch each leg as they count. Children problem solve as they complete jigsaw puzzles. They love being outside and currently they are feeding the birds and quickly recognise that they need some new 'fat balls' for the birds and that they have eaten all the seeds. Children have recently mastered the difficult skill of sharpening the pencils crayons and enjoy sorting the crayons out for those that need sharpening. As children play with the interactive toys they are learning the basic skills around the exploration of technology.

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