

Inspection report for early years provision

Unique reference number	EY261929
Inspection date	15/03/2011
Inspector	Tina Mason
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and two children aged 10 and seven years old in Hadleigh in Essex. The whole of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years of whom two can be in the early years age group. The childminder is currently caring for two children in the early years age group. 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 takes children on regular outings to the local park and library. The childminder supports children with special educational needs and/or disabilities and also those who speak English as an additional language. The family have one pet cat. 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 happy, settled and well cared for as the childminder knows each child well and focuses on their individual interests, care and learning needs. Children enjoy a good range of age-appropriate activities and play opportunities which helps them make progress in their learning. Children's health and safety is well promoted and they benefit from the effective partnerships developed between the childminder, parents and other providers of the Early Years Foundation Stage framework. 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:

- engage in reflective practice and self-evaluation with parents and children to identify strengths and priorities for development that will improve the quality of provision.

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 promotes positive partnerships with parents and carers. She provides them with clear information about the setting which includes written policies and agreements. Parents are included in the initial assessment of their child's starting points and the ongoing sharing of information through daily discussion and sharing of the children's developmental record books. There are good links established with other settings to fully promote children's ongoing welfare and progress. Each child is supported, valued and included, ensuring their individual needs are met. The childminder does not currently care for children with special educational needs and/or disabilities. 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 has completed her 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. She fully supports children's learning through planned activities and experiences both home based and within the local community. They make independent choices about their play and access the designated playrooms where toys and games are accessible. Children are really settled and comfortable and respond to the routines and rhythms of the day as the childminder ensures they can play, rest and eat according to their own needs and routines. The childminder plans activities to cover the six areas of learning and so supports children's social, creative and physical skills. These also develop children's knowledge, understanding of the world, number and communication skills. Children participate in a variety of activities and learning experiences that are suitable for their ages

and stages of development. For example, the children enjoy taking part in group games, where they are able to learn to take turns and to share fairly in a fun environment. They learn about quantities and weight as they join in cooking activities. The activities are planned according to children's initiations and their expressions of interests. Observations are made on the children's development and these are linked to the early learning goals. Each child has a profile that is shared with parents and this shows how children are progressing. Children learn about staying safe as they practise safe routines for crossing roads. Visits to places such as local parks means that children's curiosity and observation of changes in nature is encouraged as they explore in a safe environment. Children become aware of the diverse world in which they live through toys and resources reflecting different cultures.

Children use different mediums to mark-make and enjoy listening to stories. Children have lots of opportunities to express creativity and enjoy activities where they use paints, glue, scissors and a good selection of different materials. For example, the children have fun whilst painting using lots of brightly coloured paints, and different tools, like sponges, brushes, stamps and their hands to make and create different patterns using their imagination.

Children behave well. They play in an environment where they are encouraged to respect each other and equipment. Children learn about living a healthy lifestyle through the good example set by the childminder, planned activities and discussion. They have daily opportunities for outside play. For example, the children enjoy visiting the local woods where they enjoy playing hide and seek and running around in the large expanse of space. Children develop their self-help skills as they take themselves to the toilet, wash their hands and try to dress themselves.

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

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