

Inspection report for early years provision

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| Unique reference number | EY276712 |
| Inspection date | 16/03/2011 |
| Inspector | Lynn Smith |
| 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 2004. She lives with her husband and four children aged 10, 13, 15 and 16 years in Colchester. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family has pet hamsters and fish.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently five children attending who are within the Early Years Foundation Stage, all of whom attend on a part time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's welfare, learning and development needs are met to a satisfactory standard through the childminder's policies and procedures. She identifies children's individual requirement by developing a good working relationship with their parents. Activities to promote children's learning are provided and the childminder follows the children's interests when planning their weekly events. The childminder is beginning to embrace the changes introduced to childminding through the Early Years Foundation Stage. Systems currently in place to enable the childminder to review and evaluate her provision and to work effectively in partnership with other settings are in their infancy.

What steps need to be taken to improve provision further?

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

- develop further the use of observation and assessment to identify children's next steps in learning
- ensure self-evaluation clearly identifies specific areas for future improvements in practice, and the impact on outcomes for children
- extend opportunities for parents and others across different settings to share what they know about each child and become involved in identifying the next steps in their learning and development
- improve the range of resources and positive images of disability and provide support so children learn to respect and value differences, helping them to

develop positive and caring attitudes towards others.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded as the childminder demonstrates secure knowledge of her responsibilities with regard to protecting the children in her care. She has a written safeguarding policy in place which she shares with parents to ensure that they are fully aware of her position. All adults living on the premises are suitably vetted and the childminder is aware that all children over the age of 16 years need to follow the appropriate vetting procedure through Ofsted.

The childminder is beginning to implement systems to enable her to review and evaluate her provision. She has completed a basic self-evaluation process which has enabled her to identify some aspects of her provision which could be further improved. The childminder hopes to attend further training to update her childcare knowledge and plans to seek further guidance on delivering all aspects of the Early Years Foundation Stage.

Children access toys and play materials with the childminder's assistance from the large range available to them in the playroom. The selection of toys and resources on offer cover a wide age range and the childminder adds to the selection whenever she sees something which she feels would be appropriate. The childminder supports children's play and is on hand at all times to facilitate their needs. She has attended some training courses over the past year which have been beneficial to the outcomes for children. The childminder values all of the children in her care and works with their parents to identify and celebrate their differing backgrounds and cultures. Some toys and resources are available which promote equality and diversity.

The childminder has a good working relationship with the parents of the children she cares for. A number of parents provided written feedback on her provision for the inspection. All were very complimentary of her care and the attention she provides their children. The childminder has some links in place with staff at the local school and nursery. However, effective systems have yet to be implemented to promote effective partnerships and to enable the childminder to share relevant information with the children's key persons at other settings.

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

Children enjoy their day with the childminder. They are active and fully engaged in fun play and learning opportunities. The childminder follows their interests and facilitates their ideas and suggestions, for example, she provides baby buggies for them to transport their babies around the house. They excitedly take their babies

for a ride and chat about where they are going with them. Colourful play dough in small pots provides good opportunities for children to manipulate the material and to use appropriate tools to roll, cut and tear the dough. Children are confident talkers and chat to each other and the childminder throughout the day. They talk excitedly about one of the other children they are collecting from nursery and what they all like to play with. The childminder is beginning to develop systems to enable her to observe and record children's progress and achievements. At present this system does not effectively provide opportunities for her to use her observations to identify children's next steps in learning.

Children are generally safe within the childminder's home as she conducts regular risk assessments and carries out safety checks each day before the children arrive. However, some easily closing doors pose a potential danger of children catching their fingers. Children learn about keeping safe when on outings as the childminder talks to them about road safety and walking carefully along the road. Children are encouraged to be healthy as they have regular opportunities to play outdoors in the childminder's garden and when they visit the local park on their way home from school. They are provided with fresh fruit and healthy snacks and offered milk or water to drink.

Children wander confidently around the childminder's home. They have a good relationship with her and share a joke. Children's self-esteem is promoted as the childminder offers them praise and encouragement. Children have some opportunities to learn about other people's cultures and religions as they celebrate festivals and special occasions. The range of activities they participate in and are offered provides opportunities for them to develop skills for the future. For example, they listen to stories and enjoy books. Their language development is extended as they are encouraged by the childminder to name objects and to answer open-ended questions. They visit local shops and develop problem solving, reasoning and numeracy knowledge by looking at the signage and playing for items purchased.

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? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

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 | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| 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 | 3 |
| The effectiveness of partnerships | 3 |
| 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 | 3 |
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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 | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 3 |

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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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