

Inspection report for early years provision

Unique reference number	160193
Inspection date	11/02/2011
Inspector	Caroline Preston
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 1996. She lives with her husband and their son. The family lives in a house in Upminster, Essex, within walking distance of local schools, shops, parks, bus routes and a main line train station. The childminder is registered on the Early Years Register, as well as compulsory and voluntary parts of the Childcare Register. A maximum of six children may be cared for at any one time. There are currently eight children on roll, of whom one is in the early years age group. The playroom and dining room on the ground floor are the main areas used for childminding. A fully enclosed garden is available for outside play. The family have two dogs, fish and a rabbit. The childminder walks children to and from school each day. She takes children to local toddler groups and pre-school groups on a regular basis. The childminder is a member of the National Childminding Association (NCMA) and is a qualified nursery nurse.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met effectively and they benefit from their time in the setting after school. They make good progress in their learning through enjoyable play activities. Children are safe and secure and enjoy visits to the local community, such as the library and park. Children's health and welfare is generally well promoted and a strong partnership with parents ensures children's needs are met. Effective systems to self-evaluate her practice supports the childminder in making continuous improvement.

What steps need to be taken to improve provision further?

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

- improve children's awareness of the broader aspects of healthy lifestyles, through discussions and topics, for example.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well as the childminder has a strong understanding of safeguarding procedures. She is able to identify any possible signs and symptoms and follows the clear written policies she has developed regarding child protection. Current first aid training and a qualification in child development supports the needs of the children. Daily risk assessments are carried out inside and outside and when on trips ensuring children's safety at all times. All required records are in place, including an in-depth range of policies and procedures relating to the service

offered, which clearly explains how children are cared for.

Resources are easily accessible for children as they are stored in the play room, which has direct access to the garden. Children enjoy playing with a good range of resources to support their learning in all areas of development. These include creative play, books to support children's early literacy and building and construction toys. All resources are safe and secure. Posters about diversity posters and educational posters in languages other than English, support children's awareness of difference in a positive way. Children attend after school and are confident in the routines. The childminder supports them in completing their school homework and provides for their choice of play.

Children come from diverse backgrounds and play in harmony; they respect each other and discuss their lives. This enables children to make strong friendships and have a good understanding of each others cultures and backgrounds. The childminder extends what the children learn at school by discussing the different topics and celebration of festivals. Children have access to a wide range of play resources that reflect others, including books, dolls, play figures and dressing-up clothes.

Effective self-evaluation of the service supports children needs. The childminder speaks to parents about the needs of their children, and adapts the home to ensure children make full use of space and resources in the short amount of time they have from arriving after school until they are collected. All parents are happy with the care their children receive after school; they are given written parental written information about the service, including the childminder's policies and procedures. Parents communicate with the childminder daily about the needs of their child. Their views are sought verbally and they are encouraged to share information about their child's progress and achievements. Children with additional needs are supported well, because the childminder works closely with parents.

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

Children are happy and secure, they show they feel safe through their behavior. For example children play safely showing respect for each other, and for the play resources. They learn about road safety when being taken to and from school, and on visits to the local library and park. They understand boundaries of behavior and have developed their own rules, which are displayed in the playroom. Children are confident in their own hygiene needs and wash their hands when appropriate, they are offered a range of healthy snacks and drinks after school and enjoy playing outside. Fresh drinking water is available at all times and children confidently pour their own drinks. However children have few opportunities to learn about other aspects of healthy lifestyles, through projects for example.

Children enjoy each other's company after school, they discuss with each other and the childminder, their home lives and what they are learning at school. They celebrate festivals with the childminder and have access to play resources

promoting diversity. They meet others in the community when visiting the local library and park. Their behaviour shows they respect each other and know right from wrong. Children complete complicated puzzles competently and are secure in asking for help, this shows their focus on learning. They demonstrate the secure relationship they have developed with the childminder, as they easily engage in conversation. Their physical development is effectively supported as they use the large apparatus, balls, swings and wheeled toys. Children have developed their own work books, showing photographs of home life and play at the childminder's house, displaying good creative and imaginative skills. They create patterns and designs which they add to their books. These are shared with parents to show what their child has achieved.

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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