

Inspection report for early years provision

Unique reference number	202616
Inspection date	08/03/2011
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 Braintree, Essex. 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 ten children, of whom, three are in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The family has two dogs and a pond in a secure area of the garden. The childminder walks to the local schools to take and collect children. She attends the local parent and toddler groups and childminding support group. 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 children are included and enjoy their time with the childminder. Children show good levels of self-esteem as the childminder gets to know them 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 has acted upon the recommendations made at the last inspection and is starting to reflect more on her practice to help towards maintaining ongoing improvement of the service she offers.

What steps need to be taken to improve provision further?

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

- review the risk assessment to ensure that it covers anything with which a child may come into contact to ensure children's safety and well being
- develop further the observations on children's progress to ensure their next steps in learning are clearly identified and used effectively in planning to promote learning
- develop further the system of reflection and self-evaluation, in order to evaluate the care provided to children and to ensure continuous improvement.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as the childminder has implemented effective policies and procedures, which she shares with parents. The policy is clear in informing parents and carers of her responsibilities to ensure children are fully protected. 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. The childminder effectively maintains her records. Policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure. Basic records of risk assessments are in place for the home and the childminder makes regular checks to identify and minimise any hazards. 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 demonstrates ambition, vision and drive to develop the provision further. She has started to think about self-evaluation and reflect on what she provides. The childminder organises the environment effectively to ensure children have suitable areas for play and rest. She is aware of their individual needs and plans effectively to ensure toys and activities are accessible to all.

Parent partnerships are promoted through discussions to meet children's individual needs and parents are encouraged to share what they know about their child's care needs, likes and dislikes, cultural and religious requirements. Equality for all children in the childminder's care is promoted and the childminder is aware to adapt activities to ensure they can engage and progress their learning. Resources are readily available to children to reflect our diverse society and children are being made aware of differences in a positive manner through play. The childminder exchanges information with parents about what their children have been doing daily through a written diary or verbally. Parents speak highly of the childminder, stating that she is an 'excellent' childminder and they would recommend her very highly to their friends and that their 'child loves every minute of being there and will be very sad to leave her'. The childminder tries to encourage parents in supporting their child's learning and development through a bear that each child has been given to take home and do activities with. Partnerships are starting to become developed with other settings that minded children attend to enable the childminder to fully support these children in their care and learning.

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

Children are making sound progress in their learning and development. The childminder demonstrates a good knowledge of the Early Years Foundation Stage and how children learn and develop. The childminder supports children's learning and development as she interacts with them, being actively involved and having fun with them. For example, as the children dress up she helps with the fastenings

and encourages language through asking questions about nursing when a child puts a nursing outfit on. The childminder is starting to develop a new system for observing children and assessing their learning. She plans activities for children based around themes. However, she is not effectively planning for children's individual next steps. The childminder gathers verbal information about children's starting points, individual needs and preferences and regularly exchanges information with parents. The childminder provides a variety of resources that encourage children's curiosity and help them to become inquisitive learners. They are able to make independent choices as a selection of toys is placed around the play areas within their reach.

Children learn appropriate hygiene routines as they have their hands and faces wiped before and after eating. They help themselves to a drink when they become thirsty, this promotes their independence. Children have established routines which helps them to feel at ease and protected. They are happy with the childminder and the atmosphere within her home is relaxed. Children are content to play by themselves, knowing that the childminder is nearby for reassurance or support. The childminder encourages learning as she plays and supports the children. She praises them when they help with the tidying away of the toys. Children are taught about safety issues as part of the daily routine, by staying away from the road when walking and talking about safety in the home. For example, as children act out life situations in the play kitchen, she talks about the play kettle being hot and encourages the children to be careful. When at the park the children are taught not to walk behind the swings.

Children's good behaviour, efforts and achievements are acknowledged by the childminder who responds appropriately with praise. They are beginning to develop an understanding of the wider world through playing with appropriate resources and going out in the local and wider communities. As children play with the interactive toys they are learning the basic skills around the exploration of technology. To help children with their counting skills the childminder uses items that interest the children, for example, cars and animals. They build with bricks and design their own structures, demonstrating they have a sound understanding of shape and space. Children are confident and show care and concern for each other. The childminder encourages children to play games together to help with their socialisation skills. Children are good talkers and respond to simple instructions.

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	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

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

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