

Inspection report for early years provision

Unique reference number	EY333558
Inspection date	18/03/2011
Inspector	Patricia Champion
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 2006. She lives with her husband and two children aged eight and seven years. They live in a house in a residential area in South Woodham Ferrers, Essex. All areas of the childminder's house are used for childminding. Access is via one step into the front door. There is a fully enclosed garden available for outside play. The family keep fish in an aquarium as pets.

The childminder is registered to care for a maximum of five children under eight years of age at any one time and is currently minding three children in the early years age group on a part-time basis. The childminder also offers care to children aged over five years to 17 years. The 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 to take and collect children and attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association and an approved childminding network. The childminder is accredited and she receives funding for early education for two children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of each child and has established very positive relationships with parents and other early years professionals to ensure that the individual needs of children are met well. Extremely good arrangements exist to promote children's safety and health. Children are making good progress towards the early learning goals. The childminder is committed to continuous improvement in keeping herself up-to-date with childcare practice through training, reading and consultation with others.

What steps need to be taken to improve provision further?

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

- develop further the system for monitoring and tracking children's progress to ensure that any gaps in their learning are identified
- encourage parents to add their comments about children's learning to the development records.

The effectiveness of leadership and management of the early years provision

The childminder is focused on helping all children make good progress in their learning and development and promoting their welfare. She understands her role in safeguarding children and how to implement child protection procedures. She

has recently undertaken specific safeguarding training and a course regarding integrated working with other agencies to protect children. The childminder demonstrates a high level of commitment to promoting children's safety and ensures that the environment in which children are cared for is very safe and supportive. She ensures that children are only supervised by adults who have been checked as suitable through the Criminal Records Bureau. Thorough risk assessments are conducted regarding the premises and any outings. There are comprehensive written policies and procedures that promote the safe and efficient organisation of the provision. Confidentiality is maintained and documents containing information about the children are kept secure.

The childminder demonstrates a high level of commitment to providing and developing a professional service for children and their families. Through reflective practice she modestly identifies her strengths and identifies the areas for improvement which will have the most significant impact on the outcomes for children. She is enthusiastic about developing her knowledge and understanding through training and is keen to attend further courses.

Children experience very effective and supportive procedures to settle them in successfully and the information collected contributes to personalised learning plans. Visual prompts and resources are provided to develop language skills. Children have excellent opportunities to learn about diversity and access a wide range of extremely good quality books, artefacts and play resources. They take part in a wide range of activities to mark celebrations and festivals from around the world and really enjoy learning about the home language of the childminder.

Friendly and supportive relationships have been established with parents. A good two-way flow of information ensures continuity of care and contributes to improvements in children's well-being and development. Parents provide appropriate and relevant information about their children and the childminder completes a daily diary with ongoing observations of children's achievements. However, systems to encourage parents to contribute their observations of children's learning at home to the development records are in their infancy. Letters from parents comment extremely positively on the care, activities offered and how children enjoy their time in the setting. The childminder develops extremely good links with local pre-schools and schools to ensure that there is continuity in learning and smooth transitions into full-time education. She also liaises well with other childminders, her network coordinator and the nearby children's centre to keep updated on childcare trends.

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

Children receive lots of warmth and affection from the childminder. They confidently choose resources and begin to develop a sense of responsibility as they help to tidy them away. Children's confidence and self-esteem are increasing as they respond to praise and encouragement from the childminder, which has a

positive impact on their behaviour. They gain an understanding of right and wrong and develop the confidence to try new experiences. Children are motivated and receive good support to enable them to develop skills for the future during the majority of activities and through discussions.

Children's communication skills are developing well. They take pleasure in conversations and listening to a variety of sounds and words, enjoy participating in role play and respond to simple requests. The childminder spends considerable time talking with the children using careful and constructive questioning to support and extend their learning. For example, simple tasks of matching pairs or different groupings provide children with opportunities to challenge their thinking. The childminder tunes into the different messages children convey as she talks to them about what they are doing during play. Children enjoy listening to familiar stories and join in with action rhymes. Children count, learn about size and identify colours through a range of practical activities. For example, children show great enthusiasm for using play dough and enthusiastically calculate and use mathematical language as they share balls of dough with the childminder.

The childminder continues to grow in confidence as she recognises that her knowledge and understanding of the Early Years Foundation Stage provides a firm foundation for children's learning. Each child's development records are supported through observations, covering all areas of learning, accompanied by photographs illustrating achievements. These are used to inform planning for the next steps in children's development. The childminder recognises that developing further her system for monitoring and tracking children's progress will ensure that any gaps in their learning are easily identified.

Children learn the importance of good hygiene practices through extremely effective daily routines and the childminder's own excellent practice prevents cross infection. Children receive nutritious snacks, such as fresh fruits and can help themselves to fresh drinking water, which is readily available. This encourages them to develop healthy eating habits and think about their own personal needs. Children regularly take part in a range of activities that contribute to their health and develop their physical skills. The childminder expertly helps children to learn how to keep themselves safe, both indoors and when on outings. For example, children become familiar with the emergency evacuation procedures as they are regularly practised. They wear high visibility jackets on outings so that they remain noticeable to road users and other pedestrians. Outings linked to the themes of 'People who help us' strongly enhance children's knowledge of the world and understanding of the possible dangers in the environment. For example, children have recently visited the local post sorting office and the fire station.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
The extent to which children adopt healthy lifestyles	1
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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