

Inspection report for early years provision

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Inspection date	19/04/2011
Inspector	Suzanne Stedman
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 1987. She lives with her husband in Grays, Essex. The whole of the property, excluding the master bedroom, is used for childminding. Accessibility to the premises is via one small step to the front door. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has two cats.

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 to 11 years.

She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively recognises the individuality of each child and promotes inclusive practice. She provides exactly the right balance of support and intervention to help children reach their full potential and understand all they do. Children are cared for in a safe and stimulating environment. There are strong working relationships with parents and good partnerships with other early years professionals, which successfully promote children's learning, development and welfare to a high standard. The childminder successfully monitors and evaluates her services and this assists her in modifying and improving her good service.

What steps need to be taken to improve provision further?

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

- develop the use of the outside play area to incorporate all areas of learning.

The effectiveness of leadership and management of the early years provision

Well-organised documentation is in place in order to promote the welfare of children. There are effective systems to deal with any incidents and illnesses and children's health needs are well promoted. Children are protected from harm or neglect as the childminder has a good understanding of safeguarding issues and has completed training. Well-written policies and procedures are made available to

parents, ensuring they are fully aware of her responsibilities regarding child protection. There are clear contingency arrangements with another childminder so that children are always cared for by suitable adults. Good risk assessments are carried out to ensure that children are safe in the home and garden and when on outings.

Children are cared for by an experienced childminder. She evaluates the effectiveness of all she does and adapts practice as necessary to continue to meet the needs of all individuals. Her practice is inclusive and all children can participate fully in the activities. The childminder has resources, such as, play figures, books and puzzles that reflect diversity. She is aware that extending the range of positive images and activities in the play environment will allow children to explore further the similarities and differences of their own and other people's lives. They also take part in fun activities, such as, football games on the computer and practising acrobatics.

The childminder demonstrates a positive attitude to liaising with parents and other professionals delivering the Early Years Foundation Stage. Verbal feedback is given at the end of the day. The childminder encourages parents to include their own observations of their children's learning so children are fully supported. Parents make positive comments about the care provided and are pleased with the progress their children are making. The childminder has developed effective links with the children's other carers and finds out what children do when they are not in her care. This enables her to complement what children do elsewhere which supports a consistent approach to their development. This also assists in making smooth transitions into full-time education.

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

The children benefit from the childminder's understanding of how children develop and learn. They choose what to do and select resources independently in order to follow their interests freely in the home. The childminder knows exactly when to intervene and when to hold back, which encourages children to direct their own play when appropriate. She routinely links learning with the conversations they have to develop children's understanding of what they see. For example, children talk about colour, numbers and direction as they play with the cars and garage. The childminder repeats words automatically to aid understanding. She helps develop the language skills with young children while they cuddle up to listen to a story. Hugs and cuddles are shared to show children they are welcome and help them feel special.

The children play harmoniously together. They share resources fairly and show consideration for others by being polite and learning to take turns, for example, as they play in the garden, pushing each other on the swing. They have good opportunities to enjoy music as they dance, sing and play musical instruments. There are several opportunities to discover numbers and practise mark making as they paint, chalk and stick pieces of artwork. The childminder effectively undertakes both ongoing general observations and more structured observations.

These are recorded and collated in the children's profiles for parents to view, along with photographs and examples of children's paintings and drawings. She plans topics around which to base activities and these securely stem from the current interests and enthusiasms of the children. Consequently, children are active, inquisitive learners. They are making good progress towards the early learning goals and are developing the skills they need for future learning.

Children have good opportunities to be active and quiet within their routine. The childminder plans the day to meet their individual needs, recognises when they are tired and ensures that they can rest peacefully and undisturbed. Children experience outdoor play on a regular basis; however, the outside play area is mainly used for physical activities. Development for incorporating all areas of learning in the outside area has been identified by the childminder as an area to develop. They confidently take part in energetic exercise and develop their coordination and mobility using a variety of physical apparatus or by attending other childcare settings. Children thrive because they enjoy eating healthy snacks and well-balanced meals and follow well-established hygiene routines. Emergency evacuation procedures are practised and road safety is discussed so that children gain an awareness of potential dangers and how to stay safe.

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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