

Inspection report for early years provision

Unique reference number	EY350715
Inspection date	22/03/2011
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 2007. She lives with her husband and two children aged nine and ten years in Colne Engaine, near Colchester, Essex. 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 two rabbits and a cat as pets.

The childminder is registered to care for a maximum of four 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 four 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 good.

The childminder provides for children's welfare, learning and development needs to a good standard. She has clear and well-established systems in place to ensure that children are safe, secure and healthy in her care. She provides a range of planned and child-led play opportunities which enhance the children's progress and achievements. Her provision for effectively using observation to identify children's next steps in learning is currently being developed. Systems to enable the childminder to review and evaluate her provision 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:

- ensure self-evaluation clearly identifies specific areas for future improvements in practice and the impact on outcomes for children
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences and the reasons for these; where necessary help children to learn to value aspects of their own and other people's lives
- use assessment to plan the next steps in children's developmental progress and regularly review this approach.

The effectiveness of leadership and management of the early years provision

Children are well protected within the childminder's care as she demonstrates secure knowledge of her responsibilities with regards to protecting children. She has a clear written safeguarding policy which informs her practices and is shared

with parents. All adults living on the premises are appropriately vetted and proof of their clearance is held on file. The environment in which children play is kept safe, secure and clean through the childminder's careful systems for risk assessing the setting and conducting daily safety checks.

The childminder has embraced the changes introduced through the Early Years Foundation Stage and feels confident in her delivery of this. She also works at a local pre-school one day a week and accesses further training through this provision. The childminder has begun to consider ways in which she can review and evaluate her childminding services. At present parents and children are not actively involved in this process and the system does not effectively enable her to evaluate her setting.

Children freely access a range of toys and play materials stored in low-level containers in the childminder's playroom. The childminder alternates the selection available in accordance with the children's interests and requests. She is on hand at all times to provide children with good interaction. The childminder enjoys training and regularly attends workshops and training events in the local area. Children are valued and respected by the childminder who acknowledges their individual home backgrounds and differing needs. She provides them with some opportunities to explore other people's cultures and beliefs through books and resources.

The childminder has a good working relationship with parents of the children she cares for. She provides clear written information for them on her policies and procedures and gives them a verbal daily account of what their children have been doing with her. Parents have some opportunities to be actively involved in their children's learning as the childminder shares examples of activities they have done and talks to parents about the progress their children are making. The childminder has good links with the local school and pre-school. She shares relevant information with key persons at both settings, which promotes consistency in children's early years provision.

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

Children enjoy their time with the childminder. They participate in a fun range of planned and freely chosen activities which enable them to explore learning in all areas. They enjoy completing puzzles and using felt shapes to create a princess picture. They look at books and share stories with the childminder. Children have fun with a magic water mat which enables them to make patterns and shapes with a water filled roller. A mechanical prince and princess then dance around the mat, following the pattern. The childminder encourages children to make choices in their play and learning by asking them what they want to do. She then facilitates their wishes and provides adult assistance where needed. The childminder has a system in place for observing children's progress and achievements. She records her observations and assessments of the learning in their individual learning journeys. At present these do not effectively enable the childminder to clearly identify children's next steps in learning.

Children have good opportunities to develop their understanding of keeping healthy as the childminder talks to them about foods which are good for them and how they need exercise and fresh air. They know that it is important to wash their hands after using the toilet and before eating meals, and independently access the bathroom on the first floor of the childminder's house. Children behave in ways which demonstrate that they feel safe and secure. They play contentedly, moving freely between the playroom and kitchen in the childminder's home. They approach the childminder with ease and enjoy the jolly interaction they receive from her. Children learn about keeping themselves safe as the childminder reminds them about stranger danger and road safety in everyday discussions and activities.

Children behave well and understand the childminder's simple house rules. Their self-esteem is effectively promoted by the childminder constantly praising and encouraging them. Their provision for making choices in their play and learning enhances their independence. The range of resources and activities available to children enable them to develop skills for the future. They make marks with a range of tools and materials, develop their creative abilities through craft, music and story telling and use numbers effectively in everyday counting and activities.

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	3
The effectiveness with which the setting deploys resources	2
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

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