

Inspection report for early years provision

Unique reference number	EY357396
Inspection date	10/05/2011
Inspector	Ann Cozzi
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 August 2007. She lives with her husband and two children aged six and eight years in Waltham Abbey, Essex. The whole of the home is used for childminding and there is a fully enclosed garden for outside play. The childminder may care for a maximum of four children at any one time and there are currently two children on roll, one of whom attends on a part-time basis. The childminder takes and collects children from local schools and attends the local parent and toddler group with minded children. The family has a cat. 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 satisfactory.

Children are happy in the care of the childminder. She undertakes some observations of them at play and uses the information gathered to plan a range of activities to help them make satisfactory progress. The childminder shares information with parents about their child's individual care and learning needs. Partnerships with other providers of care and education are sound. The childminder promotes an inclusive, healthy and generally safe environment. She undertakes some reflective practice which makes sure that priorities for development are generally identified and acted upon.

What steps need to be taken to improve provision further?

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

- ensure that risk assessments covers anything with which a child may come into contact
- develop systems to assess what you are doing well and what you need to improve, for example, using information from the local authority development worker, training and feedback from parents
- consolidate understanding of the six areas of learning to ensure that children make consistent progress in their learning and development.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded from the risk of abuse or neglect. This is because the childminder demonstrates a satisfactory understanding of Local Safeguarding Children Board procedures and the importance of Criminal Record Bureau checks. Written risk assessments are in place for the property and outings. In addition, the childminder conducts daily checks to ensure that the environment is safe for children. However, she has omitted to include all areas accessible to children which does not ensure that the current risk assessments are fully effective. All other records, contracts and consents required by legislation, are in

place and maintained. This includes a daily register which enables the childminder to safely account for children in her care at all times.

Resources are adequately organised and the environment is calm and welcoming. The main area for play is the living room, although, children do have free-flow access to the rear garden. There is a storage area for toys which is accessible to children and the childminder supports younger children by organising a selection of resources at low level which enables independent access. There are a variety of resources which reflect diversity and the childminder also ensures that children are provided with the opportunity to see first hand the diverse world they live in, on trips out and about in the local community. The childminder regularly exchanges verbal information with parents and ensures that they have access to their child's records. Partnerships with other providers of care and education are satisfactory. Parent's comments include that their child very much enjoys time spent in her care, she is warm friendly, trustworthy and professional, she supplied them with a folder full of information and that they have recommended her to others. The childminder strives to ensure her provision is sustainable.

The childminder undertakes some reflective practice, for example, meeting with other local childminders and occasional contact with a local authority development worker. This assists her in keeping up-to-date with current childcare practice in order to promote improvement. However, currently, information gained is not used consistently in order to fully promote improvement. Recommendations raised at her last inspection have been implemented.

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

The childminder adequately supports children to make satisfactory progress towards the early learning goals. However, whilst she demonstrates a sound understanding of the six areas of learning it is not always consistently applied when planning activities. For example, when discussing matching activities undertaken by children at a local children's centre she failed to see how she could consolidate their learning by extending this at home.

Children demonstrate a sense of security, for example, as they confidently approach the inspector telling them that the cat has gone. They have fun as they play with battery operated books discovering to their delight that when they press different pictures it plays a variety of familiar tunes. Children enjoy handling and looking at books. Alongside the childminder they look at and identify the pictures, such as, a car, horse and bear. Demonstrating their interest and developing concentration skills as they engage in this activity for periods of time. They have fun as they mimic the childminder making the sound of a dinosaur and learn about number names and counting when the childminder counts the number of objects on a page. Children happily play alongside the adults and have plenty of opportunity to learn about the world around them and how to socialise with their peers. This is achieved through visits to other local childminders and when attending activity groups at local children's centres. Children develop independence skills as they make choices and explore their environment independently learning

skills for the future.

Children are beginning to develop their understanding of how to keep themselves safe supported by the childminder. Their good health is promoted through daily trips out in the fresh air to local parks. This is in addition to free-flow access to the garden. There are good hygiene procedures in place to prevent the risk of infection, for example, children wash their hands before food. The childminder provides a wide range of balanced meals and snacks. Drinks are easily accessible and the childminder provides gentle reminders to ensure that children remain hydrated.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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