

Inspection report for early years provision

Unique reference number	404136
Inspection date	12/05/2011
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 1993. She lives with her husband, two adult children and two children aged 10 and 13 years. They live in a house in a residential area of Chelmsford, Essex. The whole ground floor of the childminder's house is used for childminding. Access is via one low step to the front door. There is a fully enclosed garden available for outside play. The childminder works with an assistant. The family keep a goldfish and a hamster as pets.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children in the early years age group. The childminder also offers care to children aged over five years to 11 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 groups on a regular basis. 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.

Children benefit from positive and effective interaction from the childminder, who promotes and extends their learning well and ensures they are valued as individuals. There are a wide range of activities provided which help to promote each child's enjoyment, and the methods for observing and assessing children's progress are generally suitable. The childminder clearly evaluates what is offered and has a positive attitude to continuous improvement to ensure the care and education is of a good standard. Most aspects of the welfare requirements in the Early Years Foundation Stage are being met. The childminder develops positive partnerships with parents and others to ensure children's individual needs are met well.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- request written parental permission to seek any necessary emergency medical advice or treatment in the future for all children (Safeguarding and promoting children's welfare).
- 27/05/2011

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

- review and revise the method of risk assessment so that it covers anything

- that children may come into contact with on the premises and in the garden
- develop further planning and assessment to ensure that there are no gaps in children's learning and encourage parents to add their comments about children's achievements at home to the development records.

The effectiveness of leadership and management of the early years provision

The childminder works efficiently and is very enthusiastic about her role. She has put into practice a selection of policies and procedures that she shares with parents. Children are protected because the childminder has attended relevant safeguarding training. She is clear about her responsibilities to ensure children are protected from harm or neglect. All adults in the household have completed the necessary background checks through the Criminal Records Bureau. The childminder is vigilant about children's safety and security and ensures that they take part in activities under her close supervision. She effectively assesses the risks to children on a variety of outings. Appropriate documentation is in place to record minor accidents or medication. The childminder and her assistant update their knowledge of first aid every three years. However, the childminder may not be able to deal with all emergency situations as she has not yet obtained written parental permission to seek any necessary emergency medical advice or treatment for all the children.

The home offers a welcoming environment for all children. There are a good range of play materials in the designated playroom. Labelled boxes and cupboards at child level allow children to select resources and make decisions about their play. Children enjoy the opportunity to choose between indoor or outdoor play. Although risk assessments of the premises and garden are carried out at regular intervals, these are not yet fully comprehensive to promote children's safety at all times.

The childminder is increasingly reflecting on her practice and has attended essential training courses. She is using self-evaluation to identify her strengths and is developing innovative ideas to ensure that continuous improvements are made. The childminding service is inclusive and there is a written equal opportunities policy which is fully implemented. The childminder finds out about the children's cultural heritage right from the start. She values their linguistic diversity by learning and sharing simple words in their home language. Children are also helped to understand about differences and diversity through use of play equipment and books and by being involved in celebrations and festivals.

All children benefit from the strong relationships built with parents. Individual needs are fully discussed and this gives the childminder a secure understanding of all children and enables her to meet their care effectively. There are clear settling-in procedures to ensure children are happy and settled and daily diaries used for young children keep parents informed of the care routines. The childminder encourages parents to be involved in their child's learning through discussing activities but does not always extend this to involving every parent in the observation and assessment process. The childminder seeks parents' views on the care provided. They make very positive comments and really appreciate her

commitment and the way she allows each of the children to develop in their unique way. Partnerships with other settings are effective as the childminder seeks to complement what children do elsewhere. The childminder regularly liaises with other childminders and follows the advice of her development worker.

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

Children settle quickly in the childminder's care, as they develop a strong sense of belonging and enjoy the company of the childminder's own family. The childminder thoroughly enjoys her work and skilfully weaves children's learning into activities that are fun and meaningful to them. For example, fine motor skills are promoted as children learn to use scissors carefully and cut out and decorate pictures of princesses. Through sustained concentration and a desire to complete their tasks, the children achieve well.

The childminder provides a wide range of activities but much emphasis is placed on child choice and building on individual interests. Consequently, children are happy and confident learners, initiating much of their own play, and their independence is developing well. They develop creative skills and imagination as they take part in dressing up and role play or move expressively to music and songs. The childminder's interaction with children is positive and praise is used well to develop their confidence and self-esteem. They are polite, behave well and learn about important social skills and good manners. Language development is promoted well by the childminder, who engages in conversations with the children and uses open-ended questions effectively.

Children are making good progress towards the early learning goals. The childminder undertakes and records regular observations of children's learning and keeps the photographic evidence of their achievements and progress. She is able to effectively plan activities to support children's next stages in their development. However, the childminder has not yet robustly analysed children's achievements to ensure that there are no gaps in learning.

Children thrive because they have regular opportunities for fresh air and exercise, which contributes to a healthy lifestyle. They play in the garden, developing their physical skills, and really enjoy bouncing on the trampoline or crawling through the tunnel. Children are well nourished and eat nutritious food provided by parents and supported by the childminder. Drinks are kept within eyesight so that children do not become thirsty. Children learn important hygiene routines and play in a clean environment that is regularly inspected by an environmental health officer. They learn how to look after their teeth during visits to the dentist. Children show that they feel safe through their interactions with adults. They learn to keep themselves safe by developing their knowledge of road safety and wear high visibility jackets on outings so that they can be easily noticed. Children have regular opportunities to attend toddler groups, visit local parks and cafes or help with shopping so that they develop the skills they need for the future in practical ways and learn about their own community.

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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