

Inspection report for early years provision

Unique reference number	EY415280
Inspection date	10/05/2011
Inspector	Lindsay Hare
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 registered in 2010. She lives with her husband and one child aged two years in Braintree. The whole of the house is used for childminding and there is an enclosed garden for outside play. The childminder works all year round.

The childminder is registered to care for five children under 8 years, of whom two may be in the early years age group. She is currently caring for two children, who are both in the early years age group. She also provides care for children aged five to 11 years and is registered on both the compulsory and voluntary parts of the register as well as the Early Years Register. The family has a dog and 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 good.

The childminder has established good working relationships with parents and works closely with them to ensure children's individual needs are well met. Children make good progress in their learning and development because the childminder deploys her resources very well and provides a broad range of age-appropriate learning opportunities for each child, although there are some weaknesses within the planning. Most of the required documentation is in place to promote and safeguard children's welfare, however a requirement has not been met. The childminder is developing her reflective practice and is committed to improving her service for children and families.

What steps need to be taken to improve provision further?

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

- obtain information from parents about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare).
- 24/05/2011

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

- develop further the planning in response to individual children's next steps.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of safeguarding children procedures and has attended recent online training in child protection; this knowledge is underpinned by a clear policy which is shared with parents. She understands the importance of informing Ofsted of any changes and all adults within the home have undergone checks to ensure their suitability. The childminder supervises the children carefully and ensures the toys and materials they use are safe and appropriate for their ages. Risk assessments are comprehensive and ensure that hazards are identified and minimised. Well-organised documentation and good record keeping promotes the safety and welfare of the children and underpins the good quality care offered.

Clear written policies and procedures inform parents about the childminding provision. Positive written feedback demonstrates parents' high regard for the childminder and the service she offers. Daily diaries and verbal exchanges are shared with parents so that they know about their child's day and clear information is provided for them about the setting. For example, photographs displayed show children involved in activities and how these link to the Early Years Foundation Stage. The childminder has good relationships with parents; she gathers clear information from them so that she knows about children's individual interests and needs, and can provide consistency of care. For example, one child uses sign language to communicate with his grandparents and the childminder encourages all the children to learn some signs that they can use. However, a requirement has not been met with regards to information about who has legal contact and parental responsibility for the child.

The childminder has completed a self-evaluation to identify areas for improvement and plans are well targeted to ensure future development. She reflects and evaluates her practice to maintain continuous improvement and to monitor the progress children make in their learning and development. The childminder attends lots of workshops and training sessions to further her knowledge and understanding of child development which enables her to provide good quality care. The childminder organises space and play resources effectively to meet children's needs. She is aware of the importance of working in partnership with others, however, currently; no children attend other Early Years Foundation Stage provisions.

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

The childminder has a good understanding of how young children learn and this enables her to provide an interesting range of experiences and activities to support each child's learning and development. All the children currently being cared for

are under two years, therefore the planning is age appropriate and focuses on children's interests and where they link to the areas of learning. Children's progress is recorded so that the information gained from her observations of children can be used to identify gaps within the areas of learning. However, the planning is not always in response to individual children's next steps, but links more towards general gaps within the learning.

Children develop their early literacy skills because the childminder ensures they have lots of good quality experiences to promote these skills. For example, children have access to a wide range of books which they enjoy or they visit the local library to choose additional books and attend story time. Children begin to be problem solvers as they watch and copy, operating simple equipment such as push and play, or pop-up toys. For example, one child manoeuvred their cup around to enable them to get the spout into their mouth. Children attend a toddler group regularly where they interact with others and develop their social skills.

The childminder provides an inclusive environment where each child is valued and they are clearly relaxed and comfortable in her care. Young children explore what is on offer with interest, for example, as they try to catch the bubbles and investigate how to make the buttons on the garage make noises and then repeat this several times. The childminder places foam mats outside on the patio to enable babies to access the outside area safely. Resources are in place that help children celebrate the diverse society in which they live. They regularly visit the Children's centre, where they take part in activities celebrating multicultural festivals and the childminder encourages them to bring items from home which reflects their own culture. They regularly go on outings to feed the ducks or join in at local group sessions such as 'rhyme time'.

Children enjoy varied opportunities for exercise; they practise their physical skills at the park or in the garden and join in with music and movement local group sessions. Young children use the low-level furniture to practise pulling themselves to standing and co-ordinate their hands as they start clapping. They walk in the nearby fields, collecting fir cones and conkers and look at the diggers as they pass the building site. Children behave well because the childminder uses clear explanations to help them understand about the consequences of their behaviour. She encourages children to have a healthy attitude towards food because she provides balanced and nutritious meals and snacks, as well as ensuring that all children have independent access to drinks. Children develop an awareness of keeping safe, as the childminder talks to them about putting small pieces in their mouth and why they need to wash their hands before eating. Regular fire evacuation drills are carried out so that children know what to do in an emergency.

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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----