

Inspection report for early years provision

Unique reference number	EY346376
Inspection date	15/06/2011
Inspector	Jenny Howell

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 has been registered since 2007. She lives with her two children aged eight and twelve years, in a residential area of Loughton, Essex. The whole of the childminder's house is registered for childminding and there is a fully enclosed garden available for outside play. The childminder is a member of the National Childminding Association.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of whom may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years and is currently caring for four children in this age range. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder provides care for children who have learning difficulties and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in safe and secure environment where they are fully engaged in meaningful play and learning. The childminder works effectively with parents and other professionals to successfully identify and meet children's individual needs. A good understanding of how children develop ensures that the childminder is able to help children make good progress in all areas of learning. Regular self-evaluation supports the childminder in identifying her strengths, and areas for development, allowing her to continuously improve.

What steps need to be taken to improve provision further?

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

- Ensure that observations and assessments of each child's achievements are used to identify learning priorities and to plan relevant learning experiences.

The effectiveness of leadership and management of the early years provision

The setting is effective in safeguarding all children. All policies, documents and records are in place in order to support the childminder in keeping children safe. Effective steps are taken to keep children safe, including detailed risk assessments of the indoors and outdoors of the premises and for different types of outings. Safety equipment, such as stair gates and smoke detectors, are in place to further promote children's safety. The childminder has a good understanding of child protection procedures and has attended training in safeguarding. Current training

in first aid is in place, allowing the childminder to act quickly in the event of an accident or emergency.

The childminder has a system of self-evaluation in place. This supports her in reflecting upon what she is doing well, as well as allowing her to continuously develop. Parental views are sought through a questionnaire, helping the childminder to respond to the needs of the families she cares for. The childminder has realistic plans in place for the future, which will allow her to enhance the play and learning opportunities she provides. At the last inspection the childminder was asked to make improvements to her documentation. This has been addressed, ensuring that records now meet all statutory requirements. The childminder continues to improve and develop her skills by attending training.

The childminder makes good use of space, including the garden, to provide children with areas in which to play freely as well as space to rest and relax more. She uses a variety of resources to ensure that children are able to learn through first-hand play experiences, both structured and child-led. The childminder manages and stores resources well to ensure that all children have easy access to activities which meet their ever-changing interests. She also makes good use of local resources such as the library and children's farm to support learning. As a result of this children are supported in making good progress towards the early learning goals.

All children are cared for in line with their individual needs. To do this the childminder works very closely with parents to establish children's specific needs, such as dietary requirements. She also promotes an acceptance and understanding of difference and diversity by supporting them in sharing stories, traditions and foods from their own cultural heritage and those of others. Children are also supported in challenging those who behave negatively towards others.

The childminder maintains a regular exchange of information with parents. She shares the range of written policies and procedures with parents when she first meets them. This provides them with a clear picture of the type of care she provides as well as giving them opportunity to ask questions. All parents are able to talk to the childminder on a daily basis. In addition to this babies have a daily diary sent home. Information about what older children have eaten and participated in is displayed on the notice board. Parents are free to telephone the childminder at any time during the day and the childminder will send text messages to let parents know what children have been doing or to reassure them if a child was upset at arrival time. All relevant parental permissions are obtained, ensuring that the childminder can care for children in line with parents' wishes. The childminder has established links with the schools which older children attend. This ensures that any relevant information is shared with the childminder and can be passed on to parents at the end of each day.

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

Good use is made of all available resources to support children in making good progress in their learning and development. Space around the home and garden is used well, so that children can engage in different types of activity. This includes small world play, arts and crafts, dressing up, role-play, gardening and physical play. The childminder is very positive and enthusiastic in her interactions with children, both motivating and reassuring them. Photographs and displays of children's art work help to make the childminder's home feel warm and welcoming. Children are encouraged to think about what they would like to play with and the activities they would enjoy in the future. Older children are supported in completing homework and in following-up on topics from school.

The childminder keeps a detailed and vibrant journal which records information on each child's learning and development. This includes lots of detail about what children can do and have done, illustrated with photographs. The childminder uses this to identify next steps for individual children. Planned activities broadly cover all of areas of learning. However information on individual children's next steps is not yet used fully to inform daily planning for individual children and to ensure consistent progress is made towards all of the early learning goals.

Children are relaxed and engaged learners. Very young children are able to concentrate on one activity for an appropriate length of time, both independently and with adult support. Children especially enjoy participating fully in everyday life. For example, by planting and caring for strawberry plants, then picking and eating the strawberries during the summer. Counting and noticing colours and shapes is an integral part of the daily routine. Children count how many pieces of fruit they have or talk about what colour toys are. Children enjoy a variety of imaginative and expressive activities such as playing musical instruments, making dens and painting.

All children are supported in developing an understanding of safety. Children learn about road safety as they walk around the local area and practise a simple fire drill to help them stay safe when at the childminder's home. Children learn about personal safety and stranger danger through planned activities. Children have a close relationship with the childminder, turning to her for comfort if they are upset. This demonstrates that they feel safe and secure.

Children are well supported in learning to wash their hands and are encouraged to do this independently when they are old enough. Children also talk about germs and keeping themselves healthy. Posters remind children about good hand-washing and to flush the toilet. Young children are fully supported in potty training. Children have access to the garden with a range of physical play equipment. They also enjoy daily trips and walks around the local area to the nearby school and parks. A healthy and varied menu is in place which helps to ensure that children enjoy a balance of different types of food. Snacks are healthy and nutritious, with fresh fruit and vegetables provided daily. All children have regular access to fresh drinking water.

Children's behaviour is good and at an early age, they are learning to share and take turns. They respond well to direction from the childminder and are clear that violence or discrimination will not be tolerated. Children develop good cooperative skills and learn to play well with others, taking into account their differing ages and needs. Children contribute to the setting by working together to agree house rules. They also become involved in the wider community by participating in charity events.

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met