

Inspection report for early years provision

Unique reference number	EY347622
Inspection date	23/06/2011
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 a house in a residential area of Loughton with her husband and their two children aged seven and five. The ground and first floor are used for childminding. There is a fully enclosed garden available for outside play. The family have two dogs and a cat. The childminder works with her husband as an assistant.

The childminder is registered on the Early Years Register to provide care for five children in this age range. She is currently caring for three children in the early years age range. The childminder is also registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. She provides care for seven children aged over five, before and after school and during the holidays. Children attend on a part-time basis.

The childminder cares for children who have special educational needs and/or disabilities. The childminder receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a very safe and secure environment, which has been organised with regard to children's individual needs. This supports children in becoming fully engaged in play and learning. As a result, children make very good progress towards the early learning goals. The childminder works closely with parents, and other professionals in order to identify and meet children's varying needs. A simple system of self-evaluation is in place to support continuous improvement. On-going professional development supports the childminder in providing high quality care and education.

What steps need to be taken to improve provision further?

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

- develop the use of sensitive observational assessment in order to support planning to meet children's individual needs.
- develop the use of self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Highly effective steps are taken to monitor and assess safety, including very detailed risk assessments of the premises and of outings. Risk assessments are also in place for different types of activity, for example water play and using large garden equipment. Safety equipment, such as stair gates are in place to further

promote children's safety. The setting is extremely effective in safeguarding children. All relevant documents are in place and are successfully implemented in order to support the childminder in keeping children safe. The childminder has an excellent understanding of child protection procedures and keeps this up to date through regular training. She ensures that her assistants are aware of safeguarding procedures. The childminder also makes her responsibility to protect children clear to parents. Current training in first aid is in place, allowing the childminder and her assistants to act quickly in the event of an accident or emergency.

The childminder has system of self-evaluation in place. This effectively supports her in reflecting upon what she is doing well, although areas for development are not yet identified in order to fully support continuous improvement. Parents and children are involved in the self-evaluation process, with their views sought through an annual questionnaire. The childminder continues to improve and develop her skills, through regular training. She has recently completed a diploma in home-based childcare.

The childminder makes very good use of space. She ensures that children of different ages have different spaces in which to play and relax. All children also have free access to the garden, for physical and exploratory play. The childminder manages and stores resources very well to ensure that all children have easy access to stimulating activities which meet their ever-changing interests. Transparent storage boxes are used so that children can see what is available, choosing the activity which meets their interests and needs. The childminder makes good use of the local environment, such as nearby parks, the library and forest, to support learning and as a result of this is able to support children in making good progress towards the Early Learning Goals.

All children are cared for in line with their individual needs. In order to achieve this the childminder works very closely with parents. She also promotes an acceptance and understanding of difference and diversity by supporting children in celebrating their uniqueness. The childminder has established links with other providers of the Early Years Foundation Stage. This allows her to support continuity of care when children also attend other settings, as well as ensuring an exchange of relevant information.

The childminder establishes a regular exchange of information with parents. She shares the range of written policies and procedures with them at their first meeting. This provides them with a clear picture of the type of care she provides as well as giving them opportunity to ask questions. The childminder completes a daily diary which goes home with children each day, and is always available to talk to parents. All relevant parental permissions are obtained, ensuring that the childminder can care for children in line with parents' wishes. Parents speak extremely highly of the childminder. They especially like the range of activities provided, the way in which behaviour is managed and the way their children are fully included in the family environment.

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

Children are cared for in a well-organised and stimulating environment. Pictures, signs and posters help to make the childminder's home feel warm and welcoming and children are able to move freely between different areas. Effective use is made of all available resources to support children in making good progress in their learning and development. Children are able to access resources independently, supporting them in becoming active and engaged learners. Children are very well supported by the childminder who is very aware of, and attentive to their changing needs. She is also very positive and enthusiastic as she interacts with them.

The childminder keeps a log to record each child's learning journey. This includes observations of what children can do and have done, illustrated with photographs and samples of work. The childminder is able to use this, in combination with the Early Years Foundation Stage practice guidance to identify which stage of development children have reached in each area of learning. As a result, the childminder is able to direct children towards activities which are tailored to their learning and development needs. Activities cover all areas of learning, however information from assessment is not yet used fully to inform short-term planning for individual children.

Young children are able to concentrate on one activity for an appropriate length of time, both independently and with adult support. Children especially enjoy investigating and exploring, for example through the use of treasure baskets. Counting and noticing patterns and shapes is an integral part of the daily routine, for example when setting the table or climbing the stairs. They learn about the world around them as they plant and care for fruit and vegetables, enjoying the results of their hard work, such as lettuce, raspberries and potatoes.

Children's behaviour is very good and this is supported by clear house rules. They respond to expectations and are rewarded through the use of praise, stickers and certificates. Respect for others is fostered and children have access to a range of toys, books and images which reflect diversity. All children are very well supported in developing an understanding of safety. The childminder helps them to think of others when they are playing and supports them in assessing risk, and thinking through the potential consequences of their actions. Children learn about road safety as they walk around the local area and regularly practise a fire drill to help them to stay safe when at the childminder's home. Children have a close relationship with the childminder, turning to her for comfort if they are upset or feeling uncertain.

Children are very well supported in learning about health and hygiene. Posters are on display about good hand-washing and preventing the spread of germs. Children have very regular opportunities to exercise. They have access to the garden with a range of physical play equipment. Children also enjoy regular trips and walks around the local area, including to parks and an adventure playground. A varied menu is in place which helps the childminder ensure that children enjoy a balance of different types of food. Snacks are healthy and nutritious, with fresh fruit and

vegetables provided daily. Children are helped to understand the importance of aiming for five portions of fruit or vegetables a day. All children are able to help themselves to fresh water via their own beakers which they can access at any time.

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