

Inspection report for early years provision

Unique reference number	EY278984
Inspection date	12/07/2011
Inspector	Marilyn Peacock

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 February 2004. She lives with her husband and two children in a three-bedroom end of terrace house, situated in a residential area of Rush Green, Essex. The premises are within walking distance of local schools, shops, parks, bus routes and a short journey to Romford town centre. All areas situated on the ground floor of the property are used for childminding; a fully enclosed garden is available for outside play.

The childminder may care for no more than five children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time (Early Years Register, compulsory part of the Childcare Register) and is currently minding one child in the early years age group. The childminder is also available to drop off, and pick up children from the local primary school. She is a member of the National Childminding Association (NCMA).

The family do not have any pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows each child well and children are good progress in their learning and development. The childminder works with parents to help ensure children's care needs are met. Children's uniqueness is clearly identified helping to develop positive self worth and self esteem. Documentation is generally well maintained to promote children's welfare. Reflective practice is embedded into everyday routines promoting continuous improvement successfully.

What steps need to be taken to improve provision further?

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

- make sure parents are fully aware of the procedure which will be put in place should there be an allegation against a household member
- record the actual times of children's arrival and departure each day
- develop current systems of assessment to include the next steps on each children individual learning journey.

The effectiveness of leadership and management of the early years provision

The childminder very good understanding of child protection and the reporting systems to follow should she have concerns regarding a child in her care promotes

children welfare well. She is vigilant within the home to promote children's safety. Thorough risk assessments of the home are kept and children are reminded about keeping themselves safe. All outings and regular trips are also risk assessed before they take place. The childminder utilises the space within her home effectively to ensure a safe, secure, welcoming and child-friendly environment is provided. Good quality toys and equipment are easily accessible and are well maintained. The childminder demonstrates a commitment to caring for children in an inclusive provision where every child is unique. Children's care is discussed with parents and planned to meet their individual requirements. The childminder has a flexible approach to her work which enables children's individual routines to be met successfully. A good select of toys and resources are available that reflect diversity and children's knowledge and understanding about other people's abilities, cultures and backgrounds is beginning to develop. The childminder completes records and observations of children's achievements and activities they have enjoyed. She uses these to identify other activities children might enjoy but not to identify the next steps on children specific learning journey towards the early learning goals.

The childminder has developed a set of written policies to underpin her work practices and provide information to parents most of which contain all the required information to guide her provision. However the actual times of children's attendance is not always recorded and information on the procedure to be followed should there be an allegation against a member of the household is not included in the safeguarding children's policy. There are good arrangements in place for ensuring a two-way flow of information between parents, carers and the childminder. Parents and carers provide information on their child's individual needs, care routines and any specific requirements at the start of each day. Parents are encouraged to share information of their children's achievements at home to help provide the childminder with a full picture of their child's learning journey. They are made aware of the process to follow should they have any concerns and complete questionnaires regarding the service the childminder provides regularly. These show that parent's carers are very happy with the service the childminder provides. Parent's carers have all given permissions and consents for regular trips, using the car and for the childminder to seek medical advice or treatment in an emergency. Accident and medication records are signed by parents to demonstrate that they have read and understand the entry.

The childminder is very keen to develop her service and has begun to evaluate the service she provides. She recognises her weakness and hopes to enrol on a number of training courses to help her. The childminder works effectively with parents and other carers. She links with the local school, development workers and is in contact with other nearby childminders to promote continuity in children's learning and ensure children receive the best learning opportunities to support their learning, or if they need additional support or help.

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

Children's independence and self-esteem is very well supported. They are able to express their own ideas for what they want to do and to select activities for themselves. The childminder is on hand to offer encouragement and support when needed and to give praise for achievements. The children learn how to behave well, to share and play together. Children are relaxed and confident and clearly enjoy their time with the childminder who is attentive and aware of their individual needs. She manages her time effectively and provides children with very good individual care and attention. The childminder sits on the floor with the children playing, chatting and laughing together. She is skilful in offering children assistance when required and also allowing them space to explore and discover for themselves. Children enjoy playing with the imaginary beach made up of muesli in a builder tray and a large blue sheet. Children laugh as they bury toys and make mark with spades, they chase around the tracks they have made with cars. They enjoy throwing bean bags on numbers that are important to them on the number mats in the garden. Children are encouraged to answer questions, explore and investigate as they play. They are interested in the world around them understanding the way the local library works, visiting shops and places in the local community helping them to develop skills that will support them now and in later life.

Children's health is promoted well. Children learn about healthy eating through being offered healthy meals and snacks, and drinks are freely available throughout the day, keeping their bodies healthy and hydrated. Children have regular opportunities to play and exercise outside in the fresh air. Hygiene practices reinforce good practices such as washing hands at appropriate times and using a tissue to catch germs when sneezing. The childminder provides parents with a copy of her written policy in relation to excluding children with infectious illnesses helping to protect children and minimise cross infection. Children show that they feel safe and secure in the childminder's home. They move comfortably around from room to room exploring the activities and resources that interest them. They approach the childminder for reassurance when visitors arrive but soon settle back to activities excitedly showing visitors where the activities are in the garden. Children develop an understanding of dangers and how to stay safe because the childminder teaches them road safety and about playing safely in the home. Emergency evacuation is practiced regularly so that children understand how to behave should there be 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	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