

Inspection report for early years provision

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| Unique reference number | EY415649 |
| Inspection date | 28/07/2011 |
| Inspector | Tina Mason |

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| 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 2010. She lives with her husband and child aged two years in Grays, Essex. The whole of the downstairs of the property is used for childminding. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage, who attends on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is caring in her approach and supports the children well, helping them make steady progress in all areas of their development. Children are happy and enjoy their time with the childminder. They play in a safe, welcoming and homely environment. Most policies and procedures are in place to promote children's welfare. She has some systems in place to monitor the children's progress and recognises children as individuals, promoting an inclusive environment. The childminder has begun to evaluate some aspects of the provision and demonstrates the capacity to maintain steady and continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that children have access to fresh drinking water at all times (Safeguarding and promoting children's welfare) 17/08/2011

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

- develop systems for using children's next steps in their learning inform future planning to meet the childrens individual needs as they progress towards the early learning goals
- improve the recording of the testing of smoke alarms
- develop methods of including view of parents and children in the self-evaluation process

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding issues and has a clear written procedure which is shared with parents. As a result, children are safeguarded as the childminder knows what to do should she have any concerns regarding their well-being. The childminder records children's attendance on a daily basis with the number of hours they are in her care. A successful partnership with parents and sharing of information helps to safeguard children. All necessary records of accidents, incidents and medication are in place. For example, consent for emergency medical advice and treatment. This ensures all children are cared for in an emergency without delay. The childminder holds a current first aid certificate. The childminder conducts risk assessments of the home and garden to identify and minimise any potential risks. However, the testing of smoke alarms is not currently being documented, which comprises children's safety. Policies and procedures provided for the safe and efficient management of the provision are in place.

Children are offered an adequate selection of toys and resources both within the home and in the garden. The childminder rotates the resources to ensure children have different toys to explore and play with. The childminder strives to provide an inclusive provision where no child or family is disadvantaged. The home is made welcoming and inviting to children, there are displays of children's art work and posters displayed giving them the sense of security and self-worth within the childminder's home.

The childminder has established effective partnerships with parents and ensures that she is informed about each child's individual requirements. Daily discussions with parents ensure they receive useful information about their child's day, progress and individual care routines. The childminder does not currently care for any children who attend another early years provision. However, she is aware of the importance of sharing information with other settings when appropriate to support children's continuity of care. A system of self-evaluation has been established to promote effective monitoring and identification for future priorities. The childminder is able to identify areas for improvement. Although, the views of parents and children who use the setting have not yet been obtained to ensure a clear representation of the service provided is gained.

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

Children are happy, settled and secure in the care of their childminder. They are made to feel welcome and have good relationships with her and her family. They are confident to make their needs known, as they can be sure of a friendly response. They learn to share and take turns as they play and receive regular praise and encouragement for effort and achievement, which helps boost their self-esteem. The childminder encourages children's independence and social skills

through effective interaction. She knows when to intervene and when to leave children who are happy without adult intervention. Children have sound opportunities to make independent choices and explore their environment. The childminder ensures that all children can participate and are not excluded. Consequently, children are happy and relaxed in the childminder's home. They make satisfactory progress and achieve well in their play.

The childminder has a sound understanding of children's development and is increasing her knowledge of the Early Years Foundation Stage. Observation records show that children make adequate progress and the childminder plans appropriate activities and experiences to interest and challenge them. However, there is not always a clear link between her observations and planning for individual children's next steps. The childminder provides some adult-led activities, such as art and craft and visits to the library. Children are confident communicators and engage in conversations with each other. The childminder skilfully encourages this through prompting conversations about the children's interests and family life. Children develop a positive attitude to people's differences as the childminder is a good role model and through the provision of positive images. They access a wide range of books, puzzles and games which promote their use of numbers and shapes, as well as their ability to take turns and follow instructions. The childminder interacts well with children to extend their learning; she sits on the floor and engages in their play, encouraging them to build with bricks and name different animal pictures they see in books.

The childminder builds caring relationships with the children, who form strong attachments to her and her family. Children are well behaved, use good manners and are kind to each other. They learn about road safety when walking about in the local community. Children develop appropriate practices to adopt a healthy lifestyle. For example, children are beginning to learn about healthy living. They play in the childminders garden or go out on visits on a daily basis and are provided with healthy meals and snacks throughout the day. However, children are not being given adequate opportunities learn about their bodily needs as they are not able to help themselves to drinks throughout the day. Children wash their hands prior to eating and after using the toilet. They develop a positive attitude to being active through being able to use the outdoors and a range of equipment enables children to develop their confidence and physical skills well.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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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