

Inspection report for early years provision

Unique reference number	EY417003
Inspection date	28/07/2011
Inspector	Ann Cozzi
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.

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 was registered in 2010. She lives with her husband and one child aged four years in Harlow, Essex. The family has a pet hamster. The whole premises are used for childminding managed by the childminder and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding one child in the early years age group. This provision is registered by Ofsted on the Early Years Register and both parts of the Childcare Register.

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.

Each child is respected as a unique individual as a result they make good progress in their learning and development. Children are safe and secure and have ample opportunities to learn about their local environment and the wider world. Partnerships with parents and other partners are positive and ensure that the needs of all children are met, along with any additional support needs. This means that all children progress well, given their age, ability and starting points. Ongoing reflective practice is used by the childminder as a process for identifying strengths and weaknesses in her provision to support continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that risk assessment covers anything with which a child may come into contact
- develop further the current system of assessment to ensure children's next steps across all areas of learning are clearly linked to the Practice Guidance for the Early Years Foundation stage

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear understanding of her responsibility with regard to safeguarding children and knows how to make a referral should she have a concern about any child in her care. She has a wide range of relevant written policies and procedures in place which are shared with parents and implemented in practice. This promotes the smooth day-to-day running of the service, supporting

positive outcomes for children. The premises are kept secure by the childminder which prevents any child leaving unnoticed. Daily registers clearly detail children's hours of attendance which enables the childminder to safely account for children in the setting at all times. There are a number of safety measures in the home, for example, protective corners on the hearth and a safety gate preventing children's exit from the living room which is the main area for play. In addition there are written risk assessments of the home and outings in place which further protects children's welfare. However, the childminder has omitted to include some areas of the home which are accessible to children, for example, how children are protected from gaining access to low level drawers containing potential hazards in the kitchen or access to the stairs. This does not ensure that current risk assessments are fully effective. All other required records and documentation are in place.

Children are happy and demonstrate their growing confidence in this homely environment. They enjoy free flow play and investigation within a flexible routine which is responsive to their individual needs. The childminder provides a wide range of opportunities across all areas of learning with a balanced range of adult-led and child-initiated play. She organises her setting to promote inclusion which ensures that children's well being and development are supported. There is no bias in the childminder's practice in relation to gender, race or disability.

Both written and verbal communication systems are used by the childminder and demonstrate the high value she places on partnership working with parents and other partners including providers of care and education. She makes every effort to keep all parties well-informed of all matters relating to each child's care and welfare. Children's individual needs are discussed with parents prior to their placement. These are re-visited on a regular basis by the childminder who holds further discussions with parents at drop off and pick up times. Children's development records are made available to parents providing them with the opportunity to play an active part in their child's early education. The childminder undertakes effective monitoring of her practice to identify strengths and weaknesses in order to maintain continuous improvement, for example, she regularly takes part in discussions regarding good practice with other local childminders.

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

Children enjoy spending time in this lively, warm and caring environment. The childminder has a good knowledge and understanding of the learning and development requirements and guidance for the Early Years Foundation Stage. She supports the children in her care very well as they make good progress towards the six early learning goals. There are systems in place to observe, assess and plan for children's learning, although there is a minor weakness in ensuring that they consistently link to the practice guidance across all areas of learning.

Children have fun playing animal matching games with their peers and the childminder. With encouragement they successfully find the corresponding sheep,

duck or pig. They demonstrate their sense of pride as the childminder provides lots praise and encouragement at their achievement. Children learn about positional language as the childminder explains the rules of the game telling them that each piece goes next to another. Children knowledge and understanding of the world is promoted as they discuss the names and sounds that each of the animals makes. Children respond to simple requests and grasp meaning from context. For example, they follow simple instructions, such as, tidying away resources before they begin to use creative materials.

Children clearly and confidently make their personal needs known as they tell the childminder that they need to use the toilet. They demonstrates a desire to help with their own hygiene routines, seeking to do things for themselves, knowing that an adult is close by, ready to support and help if needed.

Children have a developing awareness of their own needs, views and feelings, and are at times sensitive to the needs, views and feelings of others, for example, as they wait or make room for their peers at activities sharing resources. They are beginning to learn social skills, and enjoy being with and talking to adults and forming friendships with other children. Children enjoy investigating various construction materials as they join the pieces together to build and balance. They begin to learn about the wider world whilst on regular trips out, for example, local parks and visiting other childminder's homes. This provides them with first hand opportunities to experience the diverse society they live in and develop an understanding of the behaviours of others through interaction.

Children demonstrate a strong sense of belonging and security which is clearly shown through their warm interaction with the childminder. They learn how to keep themselves and other safe through established daily routines and with gentle reminders and reinforcement from the childminder. They are beginning to find out about the importance of personal hygiene as part of daily practice, prompted by the childminder. This helps to support their understanding of the importance of developing healthy habits. They are encouraged to develop a positive attitude towards being active with lots of opportunities to be in the fresh air and expend their energy safely. As a result, they begin to develop their understanding about adopting healthy lifestyles.

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