

Inspection report for early years provision

Unique reference number	EY413388
Inspection date	25/08/2011
Inspector	Patricia Champion
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 partner and two children aged five and two years. They live in a house in a residential area in Southend-on-Sea, Essex. All areas of the childminders house are used for childminding. Access is via one low step into the front door. There is a fully enclosed garden available for outside play. The family has a dog and a cat as pets.

The childminder is registered to care for a maximum of four children at any one time and is currently minding two children in the early years age group. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association and an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

An inclusive and welcoming environment is provided, in which children feel at home and share secure relationships with the childminder. The childminder gives a high priority to promoting children's welfare and has effective systems in place to ensure they are safeguarded. Children are making good progress in their learning as activities and play experiences are tailored to their individual needs. The childminder continually reflects on her practice as she seeks information from the parents and other early years professionals about what she does well and she consistently identifies areas for further development.

What steps need to be taken to improve provision further?

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

- develop the two way flow of information further by encouraging all parents to contribute more to the learning journey records and make regular comments about their children's learning at home
- extend opportunities for children to explore and use all their senses when investigating natural materials.

The effectiveness of leadership and management of the early years provision

All essential policies and records are in place and are systematically organised and informative. This supports the efficient way the childminder delivers the

requirements of the Early Years Foundation Stage. Effective safeguarding procedures ensure children's welfare is protected. The childminder has completed relevant safeguarding courses and has a secure knowledge and understanding of child protection and how to protect children from harm. She ensures all adult household members complete the necessary background checks and all visitors to the premises are closely monitored. Children are cared for in a safe and secure home. The childminder takes positive steps to keep children safe, for example, using safety gates to prevent children accessing the stairs or the kitchen. Close supervision by the childminder and daily checks ensure the environment remains safe. Written risk assessments detail how potential hazards are minimised both within the registered premises and when children go on outings.

The childminder strives to provide a quality service and understands the importance of continuous professional development. Since registering as a childminder she has attended a varied selection of early years courses and workshops and is keen to complete further training to increase her knowledge and enhance her practice. She is aware of her key strengths and the areas she wishes to develop and undertakes accurate self-evaluation to ensure the quality of the provision is good. For example, she is proactive in seeking feedback from parents and has regular visits from her network coordinator. The childminder also has implemented highly effective systems to work closely with other early years professionals and settings. She researches and shares information to support other childminders within her network to help develop their practice and knowledge of childcare issues. The childminder has very strong links with local children's centres, pre-schools and primary schools to enhance continuity in children's learning as and when the need arises.

Children's care and learning are positively supported by a childminder who has good organisational skills. Resources are accessible and developmentally appropriate with the daily routine planned around the needs of individual children. The childminder promotes diversity well to help the children understand the society they live in. There is a good range of toys and resources used in everyday play which help children to learn about each others' differences and similarities.

Children and their families are warmly welcomed into the home. Purposeful relationships between the childminder and parents ensure children's care and learning needs are fully supported and effective settling-in procedures enable children to quickly settle and develop a strong sense of belonging. Useful information is gathered from parents at the initial visit and generally effective on-going communication between the childminder and parents enables the childminder to plan and provide an inclusive and enabling environment that meets each child's needs. The childminder continually reviews the ways that she shares information with the parents and has devised beautifully presented newsletters. However, the system for encouraging all parents to contribute more to the learning journey records and make regular comments about their children's learning at home is not yet fully embedded into practice.

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

Children are happy and make good progress in their learning and development. The childminder has implemented observation and assessment systems which show children's progress and achievements over time. She then uses this information to plan the next steps in children's learning with activities adapted to cater for children's individual learning needs. Children experience a varied range of play experiences which effectively cover the six areas of learning. They participate in a mixture of adult-led and child-initiated play with the indoor and outdoor environments used to promote their play and learning. Regular visits to toddler groups enhance children's opportunities to develop social skills and to become creative and independent thinkers. Their independence is promoted with the home environment organised with many resources at child height and labelled with photographs. Children confidently make choices in their play and seek out their favourite toys or books. Children's communication skills are effectively supported by the childminder as she asks open-ended questions to extend and develop children's language through their play. Regular story times and attending 'Chatterbox' sessions also support children's early communication skills.

Children have opportunities to experience a variety of art and craft activities. Some of the children's art work is displayed which gives children a sense of achievement and belonging. Children enjoy using their imagination when they are playing in the garden in the playhouse. Children participate in experiences which incorporate the use of colours, shapes and numbers, such as, measuring ingredients and baking and icing cakes. Further consideration to offering a wider range of natural or sensory materials has the potential to enhance the opportunities for children to investigate using all their senses.

Effective strategies are implemented by the childminder to promote children's health and well-being. Good hygiene practices including children having individual wipes or their own hand towels and appropriate nappy changing procedures ensure the risk of cross infection is minimised and children's health is protected. The childminder supports children and helps them to learn about simple hygiene practices through their daily routine. Children participate in a varied range of activities which positively contributes to their good health and physical fitness. They regularly visit local parks or learn to throw balls in the garden. The childminder ensures children receive a healthy, balanced diet. Children learn about why fruit and vegetables are good for them and have enjoyed planting and growing potatoes.

Children's safety is fully protected and they are developing a good understanding of how to keep themselves and others safe. Clear emergency evacuation procedures are practised with the children to ensure they know how to stay safe in an emergency. Children behave well. The childminder supports them in their play with regular praise and encouragement which develops their self-esteem and enables them to feel valued. Positive relationships between the childminder and children enable children to feel settled in the childminder's care and consequently, children feel secure in their surroundings and are confident in their play.

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	1
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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