

Inspection report for early years provision

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Inspection date	07/09/2011
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 1998. She lives with her two sons aged 14 and 17 years. They live in a house in a residential area of Braintree, Essex. All areas of the home are used for childminding and there is a fully enclosed garden for outdoor play. They family have a pet dog.

The childminder is registered on the Early Years Register to care for a maximum of three children in this age range at any one time. She is currently providing part time care for seven children under the age of five. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children over age of five, including two children aged eight or older.

The childminder walks to local schools to take and collect children. She attends the local toddler group and takes children to the local parks and town centre. The childminder is able to support children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment. The organisation of the childminder's home ensures that young children's needs and interests are met. This supports children in becoming fully engaged in play and learning. As a result, children make good progress towards the Early Learning Goals. The childminder works well with parents 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 good 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 self-evaluation to identify strengths and priorities for development that will improve the quality of provision for all children.
- Improve the use of sensitive observational assessment in order to support planning to meet children's individual needs.

The effectiveness of leadership and management of the early years provision

Appropriate steps are taken to monitor and assess safety, including detailed risk assessments of the premises. Safety equipment, such as smoke detectors are checked regularly and a first aid kit is kept close to hand. The childminder is

effective in safeguarding children as all relevant documents are in place and are successfully implemented in order to support the childminder in keeping children safe. The childminder has a good understanding of child protection procedures and has kept this up to date through additional training. A current first aid qualification is in place, allowing the childminder to act quickly in the event of an accident or emergency.

The childminder has a simple system of self-evaluation in place. This effectively supports her in reflecting upon what she is doing well, though it is not yet used in order to identify areas for development to support continuous improvement. The childminder continues to improve and develop her skills, through regular training. Since her last inspection she has completed a diploma in home-based childcare.

The childminder provides children with a welcoming environment. She makes good use of the available space to provide children with different areas in which to play and free access to the garden. The childminder manages and stores resources so that children can see what is available, and can access some toys independently. The childminder makes good use of the local environment, such as nearby parks, the zoo and library to support learning. As a result she 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 closely with parents. She promotes an acceptance and understanding of difference and diversity by supporting children in bringing their home cultures in to share with other children. The childminder has established links with other providers of the Early Years Foundation Stage. This allows her to ensure a regular exchange of relevant information when children attend other settings, in order to meet children's needs.

The childminder establishes a regular exchange of information with parents. She completes a daily diary for children 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 comment positively about the childminder, writing that she is flexible and willing to adapt. They also say that their children are very happy in her care and enjoy the range of activities available.

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

The childminder is effective in supporting learning and development. She provides a good range of stimulating and age-appropriate toys and resources, some of which children are able to access independently. Effective use of praise and encouragement helps children to enjoy learning and to take pride in their achievements. Children are supported in developing their ideas and understanding through good use of questions and discussion. The childminder keeps a log of each child's Learning Journey. This includes observations of what children can do and have done, illustrated with photographs. The childminder has started to use this, in combination with the Early Years Foundation Stage to plan future activities. However, she is not yet basing planning on the next steps that individual children

need to take in order to make progress towards the Early Learning Goals.

Children are enthusiastic and engaged in their play. They are supported in choosing the activities which are of interest to them. Good use of resources, such as fun board games support children in enjoying learning and playing together. Resources and activities cover all areas of learning. For example, children develop their spatial awareness through puzzles and construction materials. They learn about nature as they grow their own tomatoes and occasionally visit a children's farm. Children have opportunities to express their imaginations through arts and craft activities and by attending a music and singing group. Children are also supported in developing their social skills as they visit a toddler group and are encouraged to take turns and play cooperatively.

Children have good opportunities to develop skills for the future. They have supervised access to the computer to develop information communication technology skills and play educational games. They regularly visit the library to develop a love of books and practice early reading skills. Counting and recognising numbers is an integral part of the daily routine. A good balance between adult-led and independent activities is achieved, supporting children in taking the lead in their own play and encouraging active learning.

Children behave well and follow the safety rules which are in place, such as not running in the house. They learn about road safety as they walk around the local area and also discuss topics such as stranger danger. All children are made aware of what to do should they become lost in a public place. Children feel safe and secure with the childminder, turning to her for help and reassurance. Children are fully supported in managing their own behaviour, with a quiet time used when children need to calm down.

Children are encouraged to play a full part in the setting. They help to set up and put away toys and were involved in naming the new puppy. Children from a range of backgrounds are fully accepted into the setting and individual similarities and differences are discussed. Children read and discuss books about people with disabilities and life around the world. Open and honest discussion is encouraged with pictures around the home fully reflecting diversity.

Children are supported in managing their own personal needs. They use the toilet independently and are starting to remember to wash their hands. Children help the childminder to care for her dog, providing further opportunities to discuss the reasons for hand washing and other hygiene routines. Children have frequent opportunities to exercise. They have access to scooters, tricycles, slides and a see-saw in the garden and regularly walk around the local area, visiting nearby parks. Children learn about healthy eating as they enjoy fresh fruit, such as chopped banana, at snack time and have free access to fresh drinking water. The childminder supports parents in sending meals from home for children.

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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