

Inspection report for early years provision

Unique reference number	EY419297
Inspection date	08/09/2011
Inspector	Tina Mason
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 one child aged two years, in Westcliff-on-Sea in Essex. The whole of the property is used for childminding. Accessibility to the premises is via a small step to the front door. There is a fully enclosed garden available for outside play. 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 five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the welcoming family environment. The childminder demonstrates a good knowledge and understanding of the principles which underpin the Early Years Foundation Stage framework. Systems to promote children's welfare are effective and most safety measures are in place. The organisation of the childminders home allows children to follow their own interests as they access a variety of toys and resources to support their development, although resources to promote equality are limited. The childminder has established excellent relationships with parents and as a result, she is extremely successful in sharing good levels of information. The childminder makes good use of reflective practice and parental feedback in order to monitor, evaluate and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop opportunities and experiences for children to develop an understanding and valuing of diversity, with particular reference to disabilities
- ensure risk assessments cover anything in which a child may come into contact, with particular regard to ensuring children are unable to touch waste water from the open drain in the garden.

The effectiveness of leadership and management of the early years provision

The childminder follows good procedures to safeguard the children in her care. She is very confident in her ability to identify, record and report any child protection concerns in line with the Local Safeguarding Children Board procedures. Children are closely supervised at all times and are protected from unvetted persons. A wide range of safety equipment is available, such as, car booster seats and stair gates, in order to protect children from harm, and to support them as they develop their increasing levels of independence. Although, there is evidence that the childminder is very effective in safeguarding the children in her care, further action needs to be taken to ensure all areas of the home are safe, in particular the exposed drains in the back garden. Children are able to freely access their favourite toys and resources as they wish. Through following good practices with the childminder, children are developing a good awareness of maintaining their own safety. For example, children regularly practice emergency evacuation procedures with the childminder, in order to develop their confidence and familiarity. Children benefit from regular outings to local places of interest, social community and activity groups. Effective procedures are in place to maintain children's safety at these times.

The childminder recognises the importance of making good use of the outdoor learning environment and ensures that children benefit from regular opportunities to enjoy fresh air and physical exercise in the garden and local parks. Appropriate protective clothing allows children to enjoy the outdoors regardless of the weather conditions. The childminder involves children in social activity groups and makes good use of local services such as the library. She provides some opportunities for children to explore their own cultures and beliefs and those of others and is building in confidence in regards to promoting equality and diversity within her setting. Children who have English as an additional language are supported and fully included. A good range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Essential information is displayed prominently.

Partnerships with parents is outstanding, the childminder provides informative feedback on the day's events and produces newsletters on a monthly basis to keep her parents informed and up-to-date with what is going on in her setting. Parents and children are actively encouraged to become involved in the setting by completing questionnaires. Parents are unanimous in their praise of the childminder. For example, the parents' questionnaires state that they are extremely happy with the high levels of information that is being shared with them. The childminder has a very positive attitude to establishing partnerships with other professionals to support children in her care. The childminder evaluates her practice by reviewing activities and seeking feedback from parents and children. She is an extremely experienced and dedicated child carer, who is committed to continually extending her knowledge and skills, through completing relevant and regular early years training courses. As a result, she demonstrates a good ability to successfully drive further improvement in her practice.

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. The childminder has a clear understanding of the Early Years Foundation Stage learning and development requirements. She effectively supports children to make good progress towards their development. Written observations about each child's achievements are clear and informative. In addition, systems to ensure that the childminder consistently promotes individual children's progress are in place. Planning is comprehensive and reflects the interests of the children. Exciting activities such as planting sunflower seeds, help children learn about growing and measurement terms and concepts and offer excellent opportunities to develop responsibility and learn how to care for things. Children enjoy music and movement sessions where they are beginning to move to music and they enjoy making sounds with the different types of musical instruments.

Children benefit from close support and consistent care in the childminder's home. They form close relationships with the childminder and begin to form friendships with each other. Children show interest in their surroundings and readily investigate the toys. They enjoy the response they achieve, such as, a variety of noises as they pull or turn buttons. Children play on the floor with construction bricks, learning to stack and build them together. The childminder prompts colour, number and shape recognition as children play. Children enjoy bubble blowing and using toys that have various lights or sounds. Sand and water play provides opportunities for children to fill, pour and consider capacity. Children have opportunities to express creativity and enjoy activities where they use paints, crayons and chinks. For example, as they make fathers day cards and making marks using chinks on the ground in the back garden. There are also a number of resources to promote imaginative play, such as, happy land, play kitchen and dolls that encourage role play and imitation of home life.

Children sit together at lunchtime to eat their lunches sociably. The childminder encourages their early understanding of healthy foods and how things grow. Physical skills and coordination develop in a variety of activities. For example, they enjoy playing with tunnels and tents. They are learning to use park equipment with competence and to recognise their own abilities. Children become aware of safety in everyday activities and experiences. Children take part in creative activities and like to take their paintings or drawings home. Children visit various places in the local community. For instance, they go to toddler groups and the local library. The childminder promotes children's speech and language development throughout the day. Younger children watch closely and listen, while others join in letters and sound sessions. Children feel secure and are happy in the care of the childminder.

Children become aware of the diverse world in which they live through toys, resources and activities provided which reflect different cultures. For example, the children enjoy celebrating different festivals. Although, there are limited opportunities for them to develop and understanding and valuing of some aspects of diversity. Children respond positively to praise and encouragement, they are

happy and settled. Their behaviour is good, they develop positive relationships with adults and their peers. Children benefit from good hygiene practices and healthy eating is promoted by the childminder. They are beginning to know their bodily needs as they help themselves to drinks. Children wash their hands prior to eating and after using the toilet. Children are safe within the home. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do in the event of 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	1

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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