

Inspection report for early years provision

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Inspection date	28/09/2011
Inspector	Jennifer Beckles
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 2003. She lives with her husband and their two adult and one teenage son. They live in a house in a residential area of Basildon, close to schools, pre-schools and the shops. All areas of the property are used for childminding, except the third floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for three children, all of whom attend on a part-time basis. One of the children is in the early years range. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are no pets in the home. The childminder has a level 4 childcare qualification and is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children's individual needs are well met and children are making good progress in their learning and development because the childminder has sound knowledge of the children and works closely with parents and carers. Policies and procedures are in place and most records are well maintained. Children's learning is well supported by the wide range of toys and resources available to them. The childminder regularly evaluates the quality of her provision and has good awareness of her strengths and weaknesses. She is committed to continually improving her provision for the future.

What steps need to be taken to improve provision further?

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

- improve risk assessments to cover everything with which a child may come into contact with reference to the upstairs bathroom and bedrooms.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder has strong knowledge of local safeguarding procedures. This is further supported by safeguarding training which means that she is well informed about child protection and has the appropriate contact details available should she be concerned about a child. All household members are suitably vetted. Children are kept safe whilst in the childminder's care because she has good overall supervision. She regularly reviews and updates her risk assessments which cover the main areas that children use for childminding purposes within her home and garden. However, the risk assessment does not cover upstairs of her home which

the children use to access the bathroom. This could present risks. The childminder teaches the children how to use their environment and resources safely, for instance, how to handle gardening tools while planting seeds and how to use scissors in a safe manner. Children are also further protected because the childminder keeps good records including accident, medication and attendance records.

The childminder has sound knowledge of the Early Year's Foundation Stage and uses this well to support children in their learning. Support from the local authority early years service and the National Childminding Association has developed her understanding of the framework further. The environment is well organised. There is a wide range of resources for children to choose from, including tape recorders, cameras, and electronic toys. Children are able to choose what they would like to play with and can access most resources for themselves, such as books, puzzles, musical instruments, paper, colouring pens and pencils. This means that they are able to thrive and make good progress in their development.

The childminder has good awareness of her strengths and weaknesses. She continually looks for ways to improve her provision for the children and, to this end, sets herself realistic targets. For example, she plans to learn sign language so that she can offer her services to children with hearing or speech impairment. She has addressed previous actions and recommendations promptly and effectively. For instance, she now has written parental permission for outings, emergency medical advice or treatment, and permission to be transported in a vehicle.

The childminder forms close working relationships with parents and carers. She obtains useful information about each child, such as their different stages of development, likes and dislikes, dietary and personal care needs. This means that parent's wishes and children's individual needs are effectively met. The childminder and parents share important information about the child's starting points through a series of initial meetings. Additionally, development record books containing annotated photographs of children's achievements and skills are shared with parents. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Strong relationships with other provisions and professionals involved with the children are firmly established and contribute well to supporting children's welfare and learning. For instance, links with local primary schools means that the childminder liaises with class teachers to find out about topic work so that she can continue the child's learning in her setting.

The childminder offers nurturing, caring support to children who have special educational needs and/or disabilities. Her vast experience of caring for children with a range of special needs is an asset. Children are learning to develop positive attitudes towards themselves and others because the childminder talks to the children about differences, challenges any discriminatory comments and teaches them about other cultures and beliefs.

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

Children really enjoy being in this setting and are familiar and secure in their routines because the childminder is careful to meet their needs. Children are able to move freely and safely around the setting because the childminder ensures their environment is safe. For example, children know how to behave safely when walking to and from school, and always ask before going into the kitchen.

Children's good health is promoted effectively by the childminder. They show awareness of how to stop the spread of infection by readily washing their hands before eating and after using the bathroom, and by not sharing drinks, cutlery or combs. The children are starting to learn about making good choices in food because they are offered nutritious meal choices and are offered healthy snack and dessert options, such as fruit. Children get fresh air and exercise by using the garden daily, where they develop a range of physical skills, including running, balancing, jumping and moving in different ways. For example, they use the frame to develop climbing skills, and the trampoline to develop bouncing skills.

Children are making sound progress towards the early learning goals because the childminder plans activities around their needs and interests. She regularly observes what they can do and records their progress so that their next steps are identified by referring to the early learning goals. Children are developing good language skills. They enjoy looking at books, turning pages to find their favourite picture and talking about what they can see. The childminder provides various role-play scenarios and interesting dressing-up clothes to support language development. During play, children experiment with words, negotiate roles, question and respond to each other. The children have plenty of opportunities to experiment with mark-making, writing and drawing skills. For instance, easels, chalk, crayons, colouring pencils, felt pens and a range of paper enable children to write and draw as they choose. Children are learning to count in everyday situations, such as on shopping trips when they count the number of cars or trees along the way. They also practice using one-to-one correspondence as they count objects in a large jar and add a few together to develop calculation skills. Shape recognition and texture are introduced in board games and, during play, children solve problems and think critically. For instance, they create static electricity to see if balloons will stick to different surfaces. Children develop an understanding of the world by playing with small world toys, such as railway tracks. They learn about technology by operating digital cameras and tape recorders. They develop an understanding of life processes through planting and growing seeds in the garden.

Children behave well in this setting. This is because the childminder sets clear ground rules for behaviour and uses age-appropriate strategies, such as distraction techniques for very young children, along with praise and reward. The children play well together by cooperating and sharing ideas and resources. Children are learning about their own and other cultures and beliefs because they celebrate many festivals, including birthdays, Diwali, and Chinese New Year.

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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