

Inspection report for early years provision

Unique reference number	EY424650
Inspection date	06/10/2011
Inspector	Patricia Champion

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 2011. She lives with her husband, two adult children and child aged nine years. They live in a house in a residential area in Wickford, Essex. The whole ground floor of the childminder's house and the bathroom on the first floor are used for childminding. Access is via a small step into the front door. There is a fully enclosed garden available for outside play. The family has two guinea pigs and a cat as pets.

The childminder is registered to care for a maximum of six 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 or drives 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled. The childminder has a very good understanding of each child's unique needs and works well with parents. Children make suitable progress and have ample opportunities to be independent and make choices. The childminder uses her observations and assessment information generally well to promote learning opportunities. All the required paperwork that promotes children's welfare and safety is in place. The childminder is beginning to use self-evaluation to identify areas for development.

What steps need to be taken to improve provision further?

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

- extend self-evaluation and reflective practice to identify the strengths of the setting and areas for further development to enhance outcomes for children
- establish effective partnerships with the other settings that children attend within the Early Years Foundation Stage to enhance continuity in their care and learning
- develop a more systematic way to use observations to plan and track the next steps in children's learning, particularly in their communication, language and literacy.

The effectiveness of leadership and management of the early years provision

All essential policies and records are in place and are systematically organised in an informative portfolio that is shared with parents. This helps the child-friendly provision to be managed safely and efficiently. Children are safeguarded well as supervision is highly attentive and the childminder is fully aware of her role in protecting children from harm. There are clearly written procedures regarding the steps to take if the childminder has concerns about a child's welfare and she has attended safeguarding training. All members of the household have had the necessary background checks through the Criminal Records Bureau. Children play safely and explore freely in the living areas of the family home. This is made possible by the childminder's use of risk assessment, which means that potential hazards are minimised.

The childminder has a good understanding of how to include all children and makes sure that they are happy and have fun. She gathers information about children's likes and dislikes as well as any individual needs, dietary requirements and allergies right from the start. Children are able to access books and resources that help them understand diversity and encourage them to show respect for others. Makaton sign language is used as an aid for communication with young children. The childminder is starting to consider what she does well and is keen to attend further training courses to develop her childcare knowledge and skills. She extensively reads childcare and childminding literature and uses the internet to gather resources and ideas about learning experiences. Further consideration for developing the use of self-evaluation and reflective practice has the potential to widen the scope for improvements and enhance the outcomes for children.

Friendly and helpful relationships have been established with parents and effective communication ensures that children's needs are continually identified and met. Daily written accounts of the care routines such as mealtimes and nappy changes are shared and important notices are displayed so that parents are made aware of their child's day. Clear contracts and consent agreements are in place so that children are cared for according to parents' wishes. Parents make positive comments about the care provided and compliment the wide range of toys available. One parent remarks that their child counts the hours to when they next see the childminder. Suitable partnerships in the wider context are being forged. Children attend social events linked to the childminder's involvement in the National Childbirth Trust (NCT) and she also has links with other early years professionals. However, continuity in learning is not yet fully promoted as the childminder has not yet established effective partnerships with the reception teachers of the children who have just started school.

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

Children are happy and comfortable in the warm and spacious environment that they find interesting. The childminder's calm and caring manner helps children to

feel settled and secure. She thoroughly enjoys her time with the children and is enthusiastic about the role she plays in their lives. The childminder has an extensive range of resources and books easily accessible by children. Consequently, they are motivated to explore and direct their own learning as well as take part in adult-led activities. When children decide what they want to do the childminder supports their choices as she offers guidance and deepens their understanding. New words, numbers and counting are used in everyday conversations to help develop children's language and numeracy skills. Young children play imaginatively with the small world farm animals or act out role play scenarios as they feed their baby doll snack and a drink. They particularly enjoy music and explore sound and rhythm on the drum machine.

Outings are used well to enhance children's knowledge and understanding of the world. Local venues such as farms and parks are visited so that children can observe animals and the changing seasons. Children are making steady progress in their learning, although some aspects are stronger than others. Each child has an individual journal where the childminder details her observations of their achievements and progress. However, she is not yet systematically using her observations to plan the next steps in children's learning or to enable her to consistently analyse and track their progress. The childminder has already identified that there is a need to focus on children's communication, language and literacy skills. She has booked training to enhance her observation skills and give her greater confidence in promoting this area of learning so that children achieve as much as they can.

Children develop healthy lifestyles and are well nourished. They eat healthy snacks and meals and the childminder expertly caters for special dietary requirements. There are many opportunities to develop physical skills on a variety of apparatus or wheeled toys in the garden. Children follow good hygiene procedures. Individual wipes are used to clean hands before eating and children learn how to use and dispose of tissues when they blow their nose. Children effectively learn about keeping safe. Older children practice the evacuation procedures so that they can swiftly exit the premises in an emergency. Younger children know that they need to wear harnesses when sitting and eating in their chairs or keep seat belts securely fastened in the car. Children behave well. They receive lots of praise and encouragement and demonstrate that they feel safe by readily approaching the childminder for a cuddle.

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	3
The effectiveness of partnerships	3
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
--	---

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	3
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	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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