

Inspection report for early years provision

Unique reference number	506189
Inspection date	29/09/2011
Inspector	June Oliver

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.

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 has been registered since 1996. She lives with her husband and two adult daughters in South Woodham Ferrers, near Chelmsford. The whole of the downstairs is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under the age of eight, no more than three of which can be in the early years age group. The childminder is currently caring for three children in this age group, all who attend on a part-time basis. She also offers care for children over five years old. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder walks to take children to local schools and pre-schools. She attends local parent and toddler groups and makes use of children's centres, parks and shops. The childminder is a member of the National Childminding Association and of a local Childminding group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in the childminder's care because she forms good relationships with them and their parents. She observes children's play and uses this information well to plan appropriate activities so that they make good progress towards the early learning goals. She keeps parents well informed about what their children are doing and obtains useful information about their individual preferences, starting points and routines. Children are starting to be aware of similarities and differences in people and the ways they live. The childminder has evaluated her practice and has identified her strengths and weaknesses and is committed to improving her provision for all children. Most required policies, procedures and risk assessments are in place and effective in practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that all reasonable steps are taken to ensure that hazards to children are kept to a minimum. This refers to the ineffective kitchen cupboard lock (Suitable premises, environment and equipment). 31/10/2011

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

- develop the use of positive images that help children to embrace differences

in gender, ethnicity, language, religion, special educational needs and/or disabilities.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded in the setting because the childminder has good knowledge of local safeguarding policies and procedures and has completed training. Children are kept very safe whilst in the childminder's care because she supervises them well and is vigilant when out and about. Children are further protected as the childminder keeps good documentation, including attendance, accident and medication records. The childminder completes risk assessments to ensure children's safety around the setting and when on outings. However, children may be at slight risk because of an ineffective kitchen cupboard lock, although they are usually supervised in this room. This is a breach of the welfare requirements.

The childminder has good knowledge of the Early Years Foundation Stage and uses this to support children in their learning. The indoor environment and garden are organised to enable children to select their own resources from the good quality ones available and so become independent learners. This enables children to make good progress in their development.

The childminder effectively evaluates her practice and is aware of her strengths and weaknesses. She has identified priorities for improvement to raise outcomes for children, such as organising the resource boxes more effectively. This would enable children to choose their own activities more easily. The childminder has addressed previous recommendations promptly and effectively. For example, she has implemented regular emergency evacuation drills to ensure that children are learning how to keep themselves safe.

The childminder forms good relationships with parents and carers. She obtains written information about each child, such as their interests, to enable individual children's needs to be effectively met. Parents are well informed about their children's care. For example the childminder and parents share information about children on a daily basis, such as children's food and drink intakes and activities, using daily diaries and text messages. Children's learning and development folders are shared regularly with parents and comments encouraged. This means that parents can be involved in their children's learning and each child is effectively supported in making progress towards the early learning goals. The childminder forms good relationships with the pre-school and school that she collects from, which contributes to supporting children's learning and development. Good use has been made of the Local Authority Development Worker for support with her practice. The childminder belongs to a local Childminding group and meets weekly for organised activities and outings. This ensures children have opportunities to develop friendships within a larger group.

The childminder effectively supports children to understand their own and other's cultures and beliefs. For example, they celebrate a range of festivals and children's

birthdays. A good range of multicultural resources, such as books, puzzles and small world figures are available for children to learn about differences and diversity. However, there are limited resources around the setting to support children's awareness of different types of family.

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

Children enjoy their time at this setting as good relationships with a caring and responsive childminder have been built. The childminder is careful to meet the individual needs of the children and provides well-planned activities and outings. Children are able to move around the setting freely and safely because the childminder ensures their environment is safe. For example, they know where they can go and can choose from the selection of good quality resources and toys. This encourages children to become independent learners. The childminder ensures children's safety when out in the community by teaching them about road safety and ensuring younger children are appropriately restrained in buggies or walking on reins and wearing high visibility jackets.

Children's good health is very effectively promoted by the childminder. Children play outside regularly in the garden, go on visits to the local park or by going on walks. They are given regular opportunities to use large and small play equipment and run about to develop their physical skills. For example, the children use ride-on toys in the garden and go on outings to soft play centres. Children are learning about healthy food choices as they are offered fruit and yoghurt for lunch. The childminder is supporting young children by teaching them effective care routines, such as hygienic nappy-changing and hand-washing afterwards.

Children are making good progress towards the early learning goals because the childminder plans activities around their interests and needs. Regular observations and assessments are linked to the areas of learning and next steps are identified. This ensures learning covers all areas of the curriculum. Children are developing their language skills as the childminder talks to children about the threading activity they are engaged in. Children are practising early writing skills as they paint and draw pictures for their parents. Young children develop their mathematical skills as the childminder encourages counting during everyday activities, such as counting the buttons into a pot. Children are learning about the wider world by using the library, attending toddler groups and going on outings into the community. They gain good skills in using technology as they access games on the computer and use other electronic toys. This means that children are also developing good skills for the future.

Children behave well in the setting. This is because the childminder has clear and consistent boundaries. She offers clear explanations for the house rules and involves children in drawing them up. This ensures children feel settled and confident to explore the setting. Children are learning about their own and other cultures and beliefs because they celebrate some festivals and birthdays together.

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

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