

Inspection report for early years provision

Unique reference number	EY321311
Inspection date	31/10/2011
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 2006. She lives with her husband in Leigh-on-Sea in Essex. The whole of the ground floor of the property is used for childminding purposes. 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 six children under eight years at any one time, of whom no more than three 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 in the stimulating homely environment created by the childminder. She offers an inclusive service in which each child is respected as a unique individual. They make good progress towards the early learning goals as the childminder has generally good systems for observing and assessing their progress and planning for their future learning. Their health, safety and well-being are promoted well as there are effective procedures in place with just slight weaknesses in some of the record keeping. There are effective partnerships with parents as the childminder ensures they are kept fully informed of their children's care and learning. She understands the benefit to the children and her professional development, of continuous improvement and uses self-evaluation very effectively in order to identify areas to develop.

What steps need to be taken to improve provision further?

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

- improve the recording of risk assessments for the home and garden
- improve the use of observations and assessments to identify learning priorities for each child and link these to the educational programmes.

The effectiveness of leadership and management of the early years provision

The childminder is clearly aware of her important role and responsibility relating to child protection matters. The childminder has recently updated her child protection

training and has a good knowledge of her responsibility in this area. Children's safety and welfare is promoted well because of the effective procedures in place. For example, there is written permission from parents to take children on outings and to seek emergency medical advice and treatment. The premises are safe and secure, risk assessments cover all aspects of the childminder's home, both inside and out and includes thorough assessments of all the outings the childminder takes children on. However, she does not have a record of evidence of the daily risk assessments carried out to further safeguard children.

Children feel at home and are comfortable in the well-resourced surroundings. There is plenty of space for them to fully explore the play activities unhindered. Children are able to self-select the resources, encouraging them to make choices and increasing their independence. The childminder provides an inclusive setting in which each child is respected as a unique individual. She ensures that all children's needs are met effectively and activities are tailored to meet their individual stages of learning, to ensure they are able to take part and develop at their own pace. The childminder ensures that the children learn to value each other and view differences and diversity in a positive manner.

The childminder engages very successfully with parents to ensure she is aware of their child's individual needs. She finds out about the children from their parents at the beginning of an arrangement and works closely with them to ensure the care provided remains consistent and appropriate. The childminder maintains a daily diary to pass to parents to keep them well informed about how their child has spent their day. A record of children's achievements is also shared with parents, which enables them to be part of their child's learning. A comprehensive range of written policies and procedures that underpin the childminder's practice are given to parents so that they are fully aware of the service she provides. The childminder demonstrates that she is able to identify children's need for additional support and work effectively with parents and outside agencies to provide the support needed. She has established good links with other settings that provide the Early Years Foundation Stage to ensure continued progression of children's care, learning and development.

Children benefit from the childminder's commitment to providing good quality childcare in which she works very effectively. She has up-to-date knowledge of childcare and has a positive attitude towards further developing her skills by regularly attending appropriate training events. The childminder is aware of her strengths within her setting and has identified areas for further development. For example, she recognises that she needs to develop her written observations about the children's learning and development to include evaluative statements. The recommendation in the previous inspection has been successfully addressed, improving outcomes for children.

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

Children are cared for in a warm and welcoming environment as the childminder ensures she plans the activities to meet their individual needs and interest. They clearly feel settled in the childminder's home and are happy to play and explore, showing a strong sense of security. The childminder is very caring and kind towards the children and they respond to this by running up to her in an excited manner and including her in their play. Overall, the childminder has an effective observation system that enables her to successfully identify relevant learning priorities for each child to help them continue to make good progress. Her ongoing assessment is a slightly less robust system as the childminder mainly thinks about how well each child is achieving in the Early Years Foundation Stage in her head, rather than keeping a formal record where she can easily track their progress and identify any gaps in their learning. However, she clearly knows the children well and ensures that she plans and provides activities that will interest them and help them achieve.

Children are benefiting from enjoyable experiences across all areas of learning. They play and have great fun and have many opportunities to develop skills for the future. Children have access to a range of mark making resources, which helps to develop their early writing skills. They develop an awareness of number and colour as the childminder encourages them to count during everyday activities and asks children to pick up certain coloured bricks when tidying up. Children are developing their creative skills as they use the wide range of art and craft activities available. They thoroughly enjoy sticking, painting and play dough activities. For example, children enjoy sticking and making collages with leaves they have collected during a walk through the woods. Children are encouraged to develop their language skills through relaxed conversation with the childminder. She uses effective questioning to help the children extend their learning as they chat about what they can see through their magnifying glasses, whilst they play detectives and investigate the childminder's home. Books are made freely available and children thoroughly enjoy listening to stories. Children's awareness of the world around them and the wider society is encouraged through a range of activities and outings. This includes outings within the local community and regular attendance at the local children's groups, where they have the opportunity to mix with other children of their own age group. The childminder clearly applies consistent boundaries, so that children develop knowledge of what is expected of them and display positive behaviour. She uses positive praise during everyday practices, developing children's confidence and self-esteem.

Children's good health and well-being is well promoted as all children have daily opportunities for physical indoor and outdoor activities. They thrive as they enjoy a range of physical activities and have daily opportunities for fresh air and exercise. Children make good use of the back garden for physical play, where they run around within a safe and secure environment. Personal hygiene routines are very well established to support children in becoming independent. Children's growth and healthy development is consistently maintained, through the provision of healthy snacks. For example, fresh fruits are provided and children are frequently

involved in learning about foods and trying new tastes. For example, making their own pasta sauce from the tomatoes, garlic and basil they have grown in their own vegetable plot in the childminder's garden. Children are kept safe as the childminder ensures they are supervised at all times and discussions are held about how they can keep themselves safe. For example, they are taught safety through everyday routines, such as, being made aware of the road safety whilst out walking and practicing fire evacuation drills inside.

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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