

Inspection report for early years provision

Unique reference number	EY346003
Inspection date	27/10/2011
Inspector	Anne Daly
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 was registered in 2006. She lives with her husband, who works as her co-childminder, and their two children, aged eight and 12 years, in Leigh-on-Sea, Essex. The ground floor and the first floor kitchen/diner are used for childminding and there is an enclosed garden for outside play. The childminder walks to a local school and pre-school to take and collect children. She takes children to the library, park, beach and toddler groups. The family has a dog and a rabbit.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for six children under eight years; of whom six may be in the early years age group when working with her co-minder. Whilst they have designated roles, both childminders have equal responsibility for the childminding practice. They are currently caring for six children, of whom three are in the early years age range, with one being minded full-time and two part-time. They also mind two children on the compulsory part and one child on the voluntary part of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and confident while making strong and trusting relationships with the childminder, who supports them well to thrive as individuals by recognising their uniqueness. The childminder recognises the importance of self-evaluation, but her reviews are insufficiently rigorous to ensure that she actions all weaknesses. There are minor safety issues which may potentially mean that children's safety could be compromised. Partnerships with her co-minder and with other settings ensure that children are making good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- review risk assessments to ensure that they cover everything with which a child may come into contact; this refers to the large opening kitchen/diner windows
- develop further the systems for the organisation of the setting through greater use of self-evaluation to identify weaknesses to ensure ongoing beneficial improvements for children.

The effectiveness of leadership and management of the early years provision

The childminder has a sound regard for her safeguarding responsibilities by ensuring that all adults in the home have been fully checked and vetted and that children are never left unsupervised with unvetted persons. She takes overall responsibility for safeguarding children and is confident in her ability to act promptly and appropriately should she or her co-minder have any suspicions about children's welfare. She has completed safeguarding training and has relevant publications for reference to ensure that children are effectively safeguarded from the risks of abuse or neglect.

Since the last inspection, the childminder has moved premises and is allowing children to use the first floor kitchen/diner, which her conditions of registration do not permit. This is a breach of her conditions of registration. On this occasion Ofsted does not intend to take any further action.

The childminder takes overall responsibility for recording and maintaining appropriate records, although her co-minder helps to identify any potential hazards to fully safeguard children. However, they have failed to identify the risk of the large opening kitchen/diner windows, which may potentially mean that children are not being fully safeguarded. They undertake written risk assessments of everyday outings to ensure that great care is taken with children's safety when walking to different venues. She ensures that each child's personal details form and parental written consents provide the necessary care information to enable her to meet individual children's needs and to act in their best interests in emergencies. The front of the premises has close circuit television in operation 24 hours a day and a password system is in operation when children are collected by someone other than the usual person to ensure that the child is being collected by the person nominated by their parents.

The ground floor playroom, with doors leading into the garden, has effectively organised, well thought out daily routines and resources to enable children to access toys and play materials in different environments to promote choice and decision-making skills. The childminder is enthusiastic about her work with children and is committed to bring about sustainable improvements to her setting and to the outcomes for children. Since the last inspection, she has gained a Cache level 3 Diploma in Children's Care Learning and Development to enhance her knowledge of a child's development and to help children to mature and progress well towards their early learning goals. She is committed to extend her knowledge by applying to study for a level 5 childcare qualification.

The childminder has an effective equal opportunities policy and values and respects each individual child. Children are developing a good awareness and understanding of people's differences by the provision of books and play provision and by the celebration of their own and other cultures' beliefs and festivals. The childminder has an appropriate knowledge of nutrition and encourages children to eat a varied diet, while actively encouraging them to try different foods from around the world. Children support charities, including taking part in the 'Big

Toddler', to help them to learn to respect the needs of others. They are learning about people who help them through the local Community Support Worker visiting the setting.

The childminder, her co-minder, parents and older children are involved in the setting's self-evaluation process. The childminder sets herself realistic targets for improvement and key priorities, for example, researching more ideas for outdoor activities and attending additional toddler groups with younger children to develop their social skills in varying sized groups. However, her self-evaluation is not always accurate to ensure that opportunities to improve the provision are never missed.

The childminder and her co-minder operate a key worker system for individual children. Currently none of her key children are cared for by other providers delivering the Early Years Foundation Stage, although she demonstrated how well established links support individual children by ensuring that information is regularly shared and used to promote their achievements and well-being.

The childminder has professional partnerships with parents, who acknowledge that they understand the policies and procedures supporting her well organised care practices. Younger children's parents receive daily communication books about their child's day, while also being able to speak to the childminder at any time to discuss their children's care and development. Parents have completed questionnaires specifically for this inspection confirming that their children 'get excited' when mentioning the childminders' names. Parents are actively involved in their children's base-line assessments during settling-in periods and know that they can see their children's learning profiles at any time.

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

Children have fun in the stimulating indoor and outdoor environments in which they move happily around selecting toys and equipment with which to play from clearly labelled, low-level accessible storage units. They are making good progress towards the early learning goals through being curious to learn new skills. The childminder's systems for observations and planning of children's progress and achievements enable her to create individual records containing photographs and observations of their different learning areas for her key children and for those of her co-minder. There is a common sense of purpose between the childminders when planning for children's next stages of development and working to ensure that all children have good opportunities to achieve as well as they can.

Children have developed strong friendships to ensure that they co-operate well with their peers, for example, when enjoying playing board games. The childminder incorporates calculation into everyday activities with children, such as when discussing who was the taller. Children's developing knowledge of calculation is enhanced by the childminder measuring them against the wall and placing a marker on the wall to enable them to see who is taller. She tells each child their

height in centimetres, before asking them the height of the taller in centimetres to encourage calculation. Children are encouraged to count by the use of visual aids, including the childminder's fingers. She uses small world figures to promote challenging discussions about disabilities to raise awareness and acceptance, while children use their creative skills to design rangoli patterns while developing their understanding of the Hindu festival of Diwali. Children's language and communication skills are developing well through the childminder talking to them about what they are doing and asking appropriate open-ended questions.

Young children show through their body language that they are happy, safe and secure, for example, by snuggling into the childminder before falling asleep. They have good opportunities to develop the skills that will contribute to their future economic well-being, for example, when choosing and buying local produce from the farmers market. They are developing a broad range of physical skills while benefiting from daily fresh air, for example, through throwing and kicking balls in the garden. They confidently demonstrate their good understanding of healthy hygiene practices, for example, by washing their hands after using the toilet and before eating food to prevent spreading germs which will make them ill. They have lots of opportunities to learn about their local community and the wider world through going on outings to the library, parks, beach and other places of interest. They learn how to keep themselves safe by taking part in regular fire drills and older children are able to confidently describe how to safely cross roads. The childminder uses consistent and effective strategies to support children to manage their own behaviour. She is respectful and values them as individuals, using clear explanations and providing a calm and caring environment in which to play.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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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