

Inspection report for early years provision

Unique reference number	EY234652
Inspection date	02/11/2011
Inspector	Stacey Sangster

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 2002. She lives with her husband and children, in Minster on Sea. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register and may provide care for five children under eight years; of whom three may be in the early years age group. The childminder currently has five children on her books who attend on a part time basis. The childminder walks and drives to local schools to take and collect children and attends the local toddler groups.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage are cared for effectively by this childminder and have their needs well met. They are well supported in a child friendly environment and are nurtured to support them to reach their full potential. Most of the required documentation is in place, and systems used are generally, very effective in supporting the childminder's work. The childminder's commitment to building on the strengths of her setting is good and the capacity to continually improve is strong.

What steps need to be taken to improve provision further?

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

- maintain a record of the all aspects of the environment that need to be checked on a regular basis (suitability of premises, environment and equipment) 20/11/2011

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

- ensure that continual assessment is in place to better support the swift identification of any emerging gaps in childrens learning

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively by the childminder who ensures that they have a safe and secure place to play and explore and that no un-vetted adults are able to have unsupervised contact with them. The childminder spends time talking to children about hazards they may encounter both in and out of the home and their knowledge of what they learn from her, is reflected in their play. A thorough risk assessment has been conducted and ensures that hazards are minimised

effectively, but the record of this process has not yet been documented in the required way. Resources are plentiful, well maintained and appropriate for the ages of the children that are cared for. The toys and games are used effectively to support Children in all six areas of learning. They include a range that positively promotes diversity and ensures that children from a wide range of backgrounds are able to see images that they can relate to; as well as those which reflect the wider community and beyond. The childminder has some experience of supporting children with special educational needs and/or disabilities and does so in an inclusive and appropriate manner. All children are guided to be respectful of each others views, skills and abilities, leading the children to be more accepting of others who may be different to themselves.

The childminder works effectively in partnership with parents and others and this impacts positively on the support that children receive. Assessment of children's progress identifies areas of achievement and concern. However, assessment is not yet a continual assessment, but takes place periodically. This reduces the opportunity to identify gaps in children's progress when they very first emerge. Where gaps are identified, children are supported well to narrow these and all children make good progress in their learning, given their starting points. The childminder is committed to ongoing training to enhance and support her professional development. She accurately identifies the strengths and weaknesses in her provision and is successful in building on what she already does well.

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

Children's welfare is supported effectively by the childminder. Children thrive in the warm and caring atmosphere provided and clearly enjoy the time that they spend in the childminder's care. They laugh and sing spontaneously, they approach the childminder without hesitation and appear settled and at home. Children busily help themselves to toys, chatting about what they are doing and sharing their ideas and thoughts openly and with confidence. All children make very good progress in matters connected with personal, social and emotional development and communication, language and literacy. They show independence and high levels of self-esteem. They are inquisitive and active learners, who ask questions and want to find out about the world around them and how things work. This results in children who are primed for future learning and ready for their transition to school.

Children are developing a good understanding of how to support their own health and keep themselves and others safe. They know the reasons for hand washing before snacks and after using the toilet and they are keen to show off their knowledge about which foods are healthy and which are not. Through regular discussions with the childminder about how to respond if they were to encounter everyday household hazards such as candles, hair straighteners, and scissors, the children build a secure knowledge of how to behave safely, using this knowledge to help them make safe choices and begin to risk assess some situations for themselves. They happily remind each other about what is dangerous demonstrating that they think about what they have been told and are applying

their knowledge in their play. Minded children's behaviour is very good in this setting. The children have a clear understanding of the expectations of the childminder, because she provides them with gentle reminders about preferred behaviour and age appropriate explanations which help them to understand right from wrong. Sticker charts, mood boards and talking about how the children feel all help children to see that the childminder cares about how each of them feels and gives them a chance to see how their behaviour impacts positively and negatively on others. The children in this setting are happy, enthusiastic and have high levels of self-esteem, in part due to the support and encouragement they receive from the childminder.

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
--	---

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

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
--	-----