

Inspection report for early years provision

Unique reference number	EY374753
Inspection date	08/11/2011
Inspector	Patricia Champion
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 2008. She lives with her partner and two children aged 13 and 15 years. They live in a house in a residential area in Basildon, Essex. All areas of the childminder's house are registered for childminding purposes, except for the master bedroom. Access is via one low step into the front door. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding one child 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 to local schools to take and collect children. She 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 comfortable, settled and enjoy making choices as they play. The childminder acknowledges children's individual needs and provides a warm atmosphere for children and their families. Children are kept generally safe and the childminder implements policies and procedures that promote a suitably inclusive and welcoming environment. Most of the essential documentation is in place, except for some consent agreements. The childminder is beginning to reflect on her practice to ensure that any improvements made are well-chosen and carefully planned.

What steps need to be taken to improve provision further?

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

- request written parental permission for seeking any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare).
- 22/11/2011

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

- extend risk assessment to cover anything with which a child may come into contact
- develop a systematic and routine approach to using observations to plan the next steps in a child's developmental progress
- extend the range of resources that reflect positive images of diversity to

enable children to learn positive attitudes and behaviour towards people who are different to themselves.

The effectiveness of leadership and management of the early years provision

The childminder understands the importance of safeguarding the welfare of the children in her care. There is an appropriate safeguarding policy and the childminder is aware of the reporting procedures to follow if she has concerns about the well-being of the children. The children are protected because the adults in the household have undergone the appropriate checks to ensure that they are suitable to look after them. The childminder has a clear understanding of her responsibilities with regard to the requirements and conditions of her registration and keeps her first aid training updated. However, the childminder may not be able to deal with all eventualities as she has not obtained written parental permission for seeking any necessary emergency medical advice or treatment for all children. This is a breach in the welfare requirements.

Children play safely in the childminder's home because she closely supervises and supports their play. Play equipment is regularly rotated and the childminder routinely checks toys and resources for damage or cleanliness. Risk assessment is carried out for the premises and any outings. However, the risk assessment may not be wholly effective as the childminder has not yet assessed the risks to children in relation to the banisters on the landing or the changes taking place while the kitchen is being renovated.

The childminder shows an acceptable attitude towards developing her practice. She has attended all the mandatory training and researches the internet for ways to improve outcomes for children. She has a realistic view of her strengths and is starting to evaluate all aspects of her current practice to widen the areas for development and maximise improvements. The childminder is aware of each child's individual personalities and takes these into consideration when planning activities or managing routines. Children take part in activities linked to festivals and traditional events. However, children currently have few opportunities to observe or investigate artefacts and play resources in the environment that enable them to show respect for each others' similarities and differences.

The childminder fosters positive relationships with parents through regular daily communication. She collects essential information to meet the needs of children and clearly written contracts cover the business and care arrangements. Parents are kept fully informed of what their children do in the setting as the childminder keeps a daily journal. The regular exchanges of information help parents to influence the care their children receive and they take the opportunity to write very positive comments about the care provided. Parents say that they really appreciate the childminder's flexibility and how she organises her hours to suit their working patterns. The childminder is aware of the importance of building relationships with the staff at the local pre-schools and nurseries when the need arises to ensure that there is continuity in children's care and learning.

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

Children are happy and secure. The childminder extends children's learning and develops their language and vocabulary as they talk about their different experiences. Warm relationships are formed as children and the childminder animatedly share funny moments and laugh as they play and interact. They continually discuss colours, letters, shapes and numbers and count items as they play with puzzles. Children learn familiar rhymes and stories and enjoy showing visitors how to play 'Round and round the garden like a teddy bear' by making circles on their hands.

Children receive lots of praise and encouragement and demonstrate that they feel safe by readily approaching the childminder for a cuddle. They behave well as the childminder uses positive reinforcement of good behaviour and clear guidelines of expectations and boundaries within the household. Children are making steady progress towards the early learning goals. The childminder has started linking planned activities to the six areas of learning. However, children may not be learning as much as they can as the childminder has not yet developed a systematic approach to using observations to identify children's next steps in learning.

Children have appropriate opportunities to learn about and adopt healthy routines. They bring packed lunches, the childminder cooks nourishing evening meals and offers a variety of healthy snacks so that children have the opportunity to try new tastes and find out about the food that is good for them. The childminder is knowledgeable about any allergies or special dietary requirements to ensure that individual needs are always met. There are comfortable arrangements for children who need to relax or sleep. Hygiene is given careful consideration as the childminder undertakes sensitive toilet training and ensures that even the youngest children regularly wash their hands. Children learn to keep themselves safe when they practise emergency evacuation drills or discuss road safety as they walk to and from school. Overall, children feel safe in the setting because the childminder offers warmth and security, along with consistent and familiar routines.

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	3
The effectiveness with which the setting promotes equality and diversity	3
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	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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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