

Inspection report for early years provision

Unique reference number	EY418611
Inspection date	23/11/2011
Inspector	Tina Mason
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 2010. She lives with her children aged 18, 15 and 11 years in Stanford-le-hope in Essex. The whole of the property is used for childminding. Accessibility to the premises is via a small step to the front door. 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 three children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child attending who is 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.

The childminder provides good interaction to promote children's development and meet their welfare needs. Generally good assessments support her in identifying children's learning which means they make good progress. The childminder takes into account the individual needs of children and she works closely with parents to ensure that children receive effective support whilst they are in her care. Systems to promote children's welfare are effective and most safety measures are in place. Self-evaluation systems effectively promote the childminder's own skills and ensure areas for development are identified. A positive approach to training and development maintains the drive for continuous improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include detailed risk assessments for outings
- 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

Children's safety is promoted well. The childminder clearly understands what procedures to follow should she have a child protection concern. She ensures children are able to play and explore safely indoors through effective risk assessments. Children are developing an awareness of maintaining their own

safety. For example, they regularly practise emergency evacuation procedures with the childminder, in order to develop their confidence and familiarity. The childminder organises her warm and welcoming home well to meet the specific needs of the children attending. Children are encouraged to make independent choices in their play, with access to a good selection of resources. This includes some play provision that raises children's awareness of difference and diversity in the world in which they live. The childminder has not yet cared for any children who have special educational needs and/or disabilities. However, she has a clear understanding of the importance of working with other professionals to provide a good level of support for such children when the need arises. The childminder dedicates her time to ensuring that children are fully occupied and engage in worthwhile learning experiences. She ensures she uses her time effectively to promote their learning and enjoyment.

The childminder works successfully with parents to provide consistent care to the children. She takes time to talk to parents on a daily basis to discuss any concerns and/or achievements. This promotes a greater continuity of care for the children between home and the childminder's. The childminder values the opinions of parents and she receives complimentary feedback through parent questionnaires. A broad range of written policies and procedures, contracts and consents are used to agree and maintain good practice.

Essential information, such as, the childminder's certificate of registration is displayed prominently. This ensures parents have sight of this document, which is a legal requirement. The childminder does not currently care for any children who attend another early years provision. However, she is aware of the importance of sharing information with other settings when appropriate to support children's continuity of care. Children benefit from regular outings to local places of interest, social community and activity groups. Procedures are in place to maintain children's safety at these times, although these lack in detail and do not explain how any risks to children are minimised. The childminder is a positive role model. She ensures children clearly understand expectations for acceptable behaviour, so that they are able to form positive friendships with others.

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

Children make good progress towards the early learning goals. The childminder's positive relationship with the children builds their self-esteem and they learn to express what they want. She chats cheerily to them as they play. The childminder has a clear understanding of the early learning goals and how to support children to make good progress towards them. For example, she plans activities based on her observations and the children's interests. However, a system to ensure that the childminder consistently promotes all six areas of learning is not fully in place. Children are happy and settled in the care of the childminder. They are confident and competent learners with a keen interest in the activities and opportunities around them. They are encouraged to think creatively and explore their own ideas, with good support from the childminder. The childminder's interaction is beneficial to the children's learning, as she is skilled in her involvement with them.

Two-year-old children show high levels of concentration and determination. They focus on activities for long periods of time, as they thoroughly explore all aspects of what can be achieved. For example, they spend time playing with the water, filling and emptying different containers and they enjoy washing the dolls. The childminder encourages the children to count up to and down from ten and she uses descriptive language such as, full and empty when playing with the water and jugs, this encourages children's early understanding of mathematical concepts. Children are independent and are encouraged and supported to do things themselves. Their language and communication skills are promoted well through the childminder's effective questioning. This means that they are developing skills for the future very well. Children enjoy choosing books to look at with the childminder. They use various electronic toys, games and have access to a computer that help them learn about technology, and are learning about the world around them as they go out walking and visit local country parks. The children are developing an awareness of the wider world as they use toys and books that show positive images of differing faiths, cultures and disability. They enjoy creative play as they take part in art and craft activities, dressing up and singing.

Children's health is promoted well. The childminder ensures that they have regular exercise and access to fresh air. Good hygiene is promoted through the childminder's nappy changing and toilet training arrangements and by ensuring that children regularly wash their hands. Children enjoy snacks of fresh fruit and have regular drinks of water. They learn about keeping safe, for example, they learn about road safety when out and about with the childminder. Children know the routine. The childminder offers good explanations to help children to learn right from wrong and self-discipline. In addition, the childminder skillfully distracts them, and gives them praise and encouragement when they have done something well. Consequently, children are relaxed and have a strong sense of belonging.

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	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	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
--	-----