

Inspection report for early years provision

Unique reference number	EY291993
Inspection date	09/12/2011
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.

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Description of the childminding

The childminder was registered in 2004. She lives with her husband, her two adult children and her 11 year old child in Billericay, Essex. The whole of the childminder's home, with the exception of the main first floor bedroom, is used for childminding and there is a fully enclosed garden for outside play. The childminder drives or walks to local schools and pre-schools to take and collect children. She takes children to the library, parks and toddler groups. The family keep two cats and fish.

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. She is currently minding nine children on a part-time basis, five on the Early Years Register, two on the compulsory part and two 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 good.

Children are making good progress towards their learning and development goals given their ages, abilities and starting points. The childminder is very proactive in recognising the uniqueness of each child, while effective partnerships with others ensure that their individual needs are well met. Some parents inform the childminder of their children's learning at home. She maintains the required records, policies and procedures for the safe and efficient management of her childminding provision. Her self-evaluation reflects rigorous monitoring, while her actions ensure continuous improvements for the benefit of children and their families.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information with parents to involve them in their children's profiles.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the childminder's secure knowledge of appropriate child protection legislation. The childminder keeps the Local Safeguarding Children Board's guidelines easily accessible, including contact details to report to relevant agencies, to enable her to fully safeguard children if she has

concerns for their welfare. Children are safeguarded through adults living on the premises being appropriately vetted. The childminder has a good understanding of the need to complete relevant forms when family members reach 16 years of age to enable Ofsted to check their suitability. Secure systems are in place to verify the identity of any visitors to further safeguard children.

The childminder has many years childcare experience, has completed all relevant and compulsory training and has actively attended other training courses of interest. She has renewed her paediatric first aid certificate to enhance the protection of children by being able to manage their minor accidents or injuries. She organises her daily routines to ensure that children receive plenty of encouragement and support in the different learning environments within the home, at toddler groups and in the park. Resources are well used to achieve the planned learning objectives to enhance the outcomes for children. The home provides children with safe, secure and exciting play opportunities following the childminder rigorously daily risk assessing her premises and garden. She stays with children throughout their time with her and enthusiastically chats to them to encourage full benefit from their experiences.

The childminder has the capacity for improvement as demonstrated by her commitment to attending training to ensure that she regularly plans age and stage-appropriate activities linked to the six areas of learning. Her self-evaluation provides an accurate understanding of what she does well, while her plans are well targeted to bring about further improvements.

The professionalism of the childminder's awareness of equality and diversity issues underpins her everyday practices. She is very committed to ensuring that children learn from their earliest age to greatly value themselves and to respect differences in others to ensure that they will grow up to be very respectful and to actively celebrate the diversity of different family compositions. Children celebrate different festivals, while having access to a good range of resources and books representative of differences to provide them with accurate information challenging cultural, racial, social and gender stereotypes. The childminder consistently communicates with pre-school staff to support individual children's achievements and well-being.

The childminder has established welcoming, friendly relationships with parents. A set of well-written policies and procedures and her clear information effectively support and underpin her good care practices for the benefit of children. She ensures that children's personal details forms and written parental consents provide all the necessary care information to enable her to well meet individual children's needs. Parental questionnaires confirm that they are kept well informed about all aspects of their children's achievements, well-being and development, with comments including that they are 'always happy' leaving their child with the minder and they are able to be open about their child's needs. Parents are encouraged to share what they know about their child, particularly with what they like to play and are able to do, although they are yet to contribute to their children's learning journeys. Daily communication books, text messages and verbal feedback ensure that they are kept fully informed of their children's day while in

her care.

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

Children are warmly welcomed into a very inclusive environment, where they are confident to try different activities in the knowledge that they will feel greatly valued. The childminder has a good understanding of the Early Years Foundation Stage framework and plans a varied and interesting range of worthwhile activities linked to the six areas of learning. She observes children during play to record their achievements, utilising this information to highlight any gaps in their learning and to plan their next steps towards the early learning goals. These systems enable her to create individual profile records containing photographs and observations of children's individual progress and achievements in the different areas of learning.

The enabling environment well supports children's learning and development. They have many opportunities to confidently explore and to learn in safe yet challenging environments. The childminder takes them to a woodland activity centre where they develop confidence and self-esteem through hands-on learning experiences. They go on walks and collect natural materials, before identifying what they have found by matching to pictorial charts. The childminder makes books with children, including a collection of photographs and creative work, to preserve memories of such special events.

Children have a worthwhile range of age and stage-appropriate toys on the floor, including being able to develop a good understanding of problem-solving when placing different sized play people into a train to see which will go under a bridge. The childminder uses relaxed opportunities for children to develop spoken language through allowing time to initiate conversations with them. She introduces new words into their vocabulary, such as 'under' the bridge, when the train is going around the track. She actively encourages their independence skills and they are learning how to use one-handed tools when buttering bread. Children make healthy choices and take decisions when making their sandwiches at lunch time. They follow good hygiene practices and are taking increased responsibility for washing their hands throughout the day. They are developing an awareness of other communication systems, such as using Makaton. They have frequent opportunities to practise manipulative skills, for example, cooking and painting.

Children have a good understanding about keeping themselves and others safe, for example, by being aware not to create a tripping hazard by avoiding putting toys on the stairs. They know why they have to sit in their car seats and have their straps fastened to prevent them 'falling out'. Their understanding of safety is enhanced through the childminder planning topics around the people who help us, including the Police and Fire Services. Children have exciting opportunities to explore and investigate, such as running through dry leaves or jumping into puddles when out walking. They also have many opportunities to acquire basic skills of turning on and operating technological equipment, such as finding and matching numbers on the laptop screen. All children are greatly valued and engage

in a wide range of activities to help them to value diversity of others. Their behaviour is very good and they take responsibility within the setting, including enthusiastically helping to tidy away toys. Consequently, very settled and content children are being encouraged to develop the skills that they will need for their future.

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	1
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	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met