

Inspection report for early years provision

| | |
|--------------------------------|-------------------|
| Unique reference number | EY430451 |
| Inspection date | 16/12/2011 |
| Inspector | Patricia Champion |
| 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 2011. She lives with her husband and two children aged 11 months and six years. They live in a house in a residential area in Basildon, Essex. The whole ground floor of the childminder's house is registered for childminding, except for the study. Access is via three steps leading up to the front door. There is a fully enclosed garden available for outside play. The childminder walks or drives to local schools and nurseries to take and collect children. The family keep fish and terrapins in an aquarium and in a pond in the garden.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently four children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder supports children who speak English as an additional language.

The childminder attends the local carer and toddler groups on a regular basis. She 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 very settled and content with the childminder. Overall, she effectively promotes their learning and development by planning stimulating play experiences. Children's unique needs are valued and recognised as the childminder maintains ongoing liaison with their parents on many aspects of their care and learning. The required documentation that promotes children's health and safety is mainly well-maintained. The childminder aims for continual improvement and is self-reflective of most areas of her practice.

What steps need to be taken to improve provision further?

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

- ensure that the risk assessment clearly states when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 30/12/2011

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

- develop self-evaluation and reflective practice to cover all aspects of practice to widen the scope for improvements
- use assessment and observations consistently to identify and plan the next steps in children's developmental progress.

The effectiveness of leadership and management of the early years provision

Comprehensive policies and procedures are implemented to support children's well-being and these are routinely shared with parents. All the required parental consent agreements are in place so that the childminder can deal with emergencies and effectively support children's care and development. Children's welfare is effectively promoted as the childminder has a clear understanding of safeguarding procedures and aims to continue to improve her knowledge by attending training to support the management of any concerns arising. Household members have completed the relevant background checks through the Criminal Records Bureau and any visitors to the premises are closely monitored. The childminder holds a current first aid certificate so that she can deal with minor injuries. On outings she carries with her laminated cards with contact details and information about children's individual requirements so that she is well prepared for any eventualities.

The childminder deploys her resources well to support children's growing independence. They have access to all the necessary facilities in the home and make choices in their learning as they select toys for play. The childminder undertakes daily safety checks to ensure that her home is safe. Good use is made of items, such as safety gates, to ensure that children do not have access to potential hazards, and the childminder always supervises children as they play in her garden. Detailed risk assessment is undertaken regarding the outings and excursions the children take part in. However, children may not always be fully protected as the record of risk assessment for the premises does not clearly state when it was carried out, by whom, date of review and any action taken following a review or incident. This is a breach in the welfare requirements.

The childminder successfully supports inclusion. She takes care to know individual children's interests, enthusiasms and capabilities. There is a range of resources and play materials that represent diversity so that children learn to respect and value each other's similarities and differences. A series of cultural festivals are included within the planned play programme. The childminder is well aware of the strengths of her provision and constantly develops her practice to improve outcomes for children. Parents are involved in consultations to ensure that their views and suggestions are acted on. However, the childminder has not yet carried out a full self-evaluation of all aspects of her practice to widen the scope for improvements.

Children benefit from the friendly and helpful relationships the childminder has established with parents. An informative website has been developed and important documents and certificates are displayed in a prominent position where they can easily be viewed. The childminder has regular conversations with parents

and is now looking at developing communication books to enhance the information shared about children's care and welfare and involvement in activities. Parents comment positively about the childminder and say they appreciate her flexibility and value the range of activities and outings she organises for the children. The childminder establishes successful networking by meeting regularly with other childminders to share ideas and keep up with changes. She has good links with nearby children's centres, schools and nurseries 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 relate very well to the childminder and her family and feel welcomed in her home, which helps them feel secure and relaxed in her care. They have good and close support with their learning through the childminder's effective use of teaching techniques that help children explore and engage with resources. Child-friendly storage labelled with pictures and captions ensure that children can effectively make choices and take decisions in their play. The childminder places a strong emphasis on communication, which she supports by emphasising speech, and using singing with children. When children speak English as an additional language the childminder finds out useful words in their home language so that she can understand when children are thirsty, hungry or need to use the toilet. The childminder is also skilled in extending learning. For example, she asks questions about shapes and sizes and helps children to solve problems using resources, such as puzzles, games and construction resources.

Children have fun developing the skills they need for future learning. They learn about sounds and letters and enjoy looking at books for pleasure. Children have well-organised art and craft activities to encourage creative development. They use paper, card and recycled materials to design and construct and have great fun adding glitter and sequins when making Christmas cards and models. Children effectively develop their knowledge and understanding of the world. They observe the changing seasons and weather patterns and delight in using the digital camera to take photographs of the falling snow. The childminder also uses outings to widen children's experiences and provides organised trips where they can interact safely with others. The assessment of children's progress is generally well organised. Clear notes are made of children's responses to activities and their achievements. These observations are then carefully tracked to ensure that there are no gaps in learning and photographs are also used to show children's enjoyment. However, children may not achieve as much as they can as the childminder is not yet consistently using her observations and assessment to identify and plan the next steps in children's developmental progress.

Clear boundaries help children to understand the importance of responsible behaviour. The childminder provides encouragement and clear explanations to help children forge harmonious relationships in their play. They receive ongoing praise and encouragement in all that they do to help them develop their self-esteem and a sense of belonging. Children enjoy a healthy lifestyle and have daily opportunities for fresh air and exercise. Through the good example set by the

childminder, children learn about important hygiene routines. The childminder works well with parents to ensure that any special dietary needs are met and children are encouraged to make healthy choices in what they eat, such as fresh fruit. Young children start to learn about aspects of their own safety when they are out. For example, they are made aware of safe systems for crossing roads and wearing seat belts. In the home, they are involved in practising the emergency escape plan so that they know what is expected in a real situation.

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 | 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 |
|--|---|

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 |
|--|-----|