

Inspection report for early years provision

Unique reference number	EY270268
Inspection date	13/01/2012
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.

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 2003. She lives with her husband and nine year old child in Chafford Hundred, Essex, where she employs a registered assistant. The whole of the premises is used for childminding and there is an enclosed garden for outside play. The childminder walks or drives to a local school and pre-school to take and collect children. She takes children to the parks, toddler groups and Children's Centres. The family keep three dogs, four cats and a parrot.

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, of whom three may be in the early years age range. When working with an assistant, she is registered for nine children under eight years, of whom six may be in the early years age range. They are currently minding 13 children on a part-time basis, nine on the Early Years Register.

The childminder is a member of the National Childminding Association and of the Thurrock Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy to make strong and trusting relationships with the childminder, who supports them well to thrive as individuals by recognising their uniqueness. She maintains the majority of the required documentation for the safe and efficient management of the setting. She recognises the importance of self-evaluation, although her reviews are insufficiently rigorous to ensure that she actions all weaknesses. Good regular communications with parents and other providers support individual children's learning and promotion of their achievements.

What steps need to be taken to improve provision further?

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

- ensure that all records are easily accessible and available for inspection at all times, with reference to written parental permissions for outings and for seeking of any necessary emergency medical advice or treatment (Documentation). 27/01/2012

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

- develop further the systems for the organisation of the setting to ensure ongoing beneficial improvements for children through greater use of self-evaluation to identify weaknesses.

The effectiveness of leadership and management of the early years provision

The childminder has sound regard for her safeguarding responsibilities by ensuring all adults living or working in the home have been fully checked and vetted. She takes overall responsibility for safeguarding children and is confident in her ability to act promptly and appropriately should she or her assistant have any concerns about children's welfare.

The childminder was in breach of her conditions of registration by caring for more children than allowed, although Ofsted do not intend to take any further action on this occasion.

Children are protected from harm through effective risk assessments identifying potential dangers both inside her home and on outings. The childminder completes a written daily check list to ensure that each area used by children is safe and secure. Her annual risk assessments and portable appliance testing certificate ensure that all electrical equipment is safe. She ensures that each child's contract provides their personal details to enable her to meet their individual needs. All parents have completed written permissions for taking their children on outings and for seeking emergency medical advice or treatment. However, not all these records were available for inspection, which may result in the childminder being unable to take the necessary steps to safeguard and promote children's welfare.

The childminder is enthusiastic about her work and has attended all required childminding training to promote their health and welfare. She holds a level 3 qualification, but is proactive in attending further training and in regularly meeting with other childminders to further develop her knowledge of children's care, learning and play. She effectively manages her available resources to meet all children's needs, including rotating the wide range of play provision and borrowing library books to enhance children's activities. She employs an assistant holding a paediatric first aid qualification and aware of all policies and procedures to meet the individual needs of children.

The childminder has an effective equal opportunities policy and values and respects each individual child. Children develop a good awareness and understanding of people's differences by the provision of books and play provision and the celebration of their own and other cultures' beliefs and festivals. Children support charities, including taking part in a sponsored toddle, to help them learn to respect the needs of others. The childminder has a good understanding that some children may have special educational needs and/or disabilities, including recognising the strength of professional relationships in creating an approach to best meet their individual needs. Well-established partnerships with other providers contribute to children's achievements, especially at the childminders' drop-in sessions at local Children Centres.

The childminder sets herself realistic targets for improvement and key priorities, for example laying rubber matting to improve safety when children use the garden

climbing frame. Her future plans include a canopy to enable children to play outside in all weathers. She is developing reflective practice, although her quality assurance process does not ensure that all the required records are accessible to safeguard children's well-being.

Children benefit from the childminder's professional and friendly partnerships with parents, who share what they know about their child during settling-in periods. Parents provide all their children's meals and snacks and have written appreciative letters specifically for this inspection, including comments about a very approachable childminder. They confirm that they receive daily communication books about their child's day, and are able to speak to the childminder at any time to discuss their child's care and development. This ensures that each child is consistently cared for in line with parental wishes through the childminder being fully aware of all individual requirements.

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

Children have fun in this learning environment, where they are able to explore and to use resources in many different ways to facilitate their play. They are making good progress towards their early learning goals through being curious to learn new skills. The childminder effectively identifies gaps in their learning through observations of their progress and achievements. She links these observations to the six areas of learning to enable her to reference their learning journeys to learning and development requirements and to plan their next learning steps in consultation with parents.

The enabling environment allows children to take decisions and to make choices about their play. They have a worthwhile range of age- and stage-appropriate toys on the floor or in easily accessible boxes, including being able to develop problem-solving when creating a long fence. They have regular opportunities to develop positive and caring attitudes towards others, for example through taking turns when playing with specific cars and trains. Their language and communication skills are developing well through the childminder continually talking to them about what they are doing and asking appropriate open-ended questions. They thoroughly enjoy listening to rhythmic patterns in rhymes and stories, while their play engages all their senses, including repeatedly investigating how cars go up and down a ramp. The childminder uses books to introduce language describing emotions, for example 'sad' and 'happy', to help children to express their feelings about special events. Children are developing their understanding of the cultures and beliefs of others, for example through celebrating the Chinese New Year and Diwali. They are finding out how to care for living things through growing different fruits and vegetables, such as sweet corn and strawberries.

Children are provided with good opportunities to develop the necessary skills for their future. They enjoy the technology resources that the childminder incorporates into their play, for example, taking photographs. They are developing an awareness of keeping themselves safe through regular activities regarding road safety. They are beginning to learn good hygiene practices to prevent the spread

of germs through holding out their hands to be wiped after having their nappy changed or before eating food. The childminder is respectful and values them as individuals, including using clear explanations and providing a calm and caring play environment.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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	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	3
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

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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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