

Inspection report for early years provision

Unique reference number	EY431356
Inspection date	24/01/2012
Inspector	Janice Weller
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 2012

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 mother and brother in Westcliff-on-Sea in Essex. The whole of the downstairs and the upstairs bathroom of the childminder's property is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time. 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 five children of which four children are in the early years age range, all on a part-time basis.

The childminder walks to local schools and pre-schools to take and collect children. The childminder takes children on regular outings to the Local Park and library. 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 share secure, friendly relationships with the childminder and feel at home in the childminding environment. The childminder works exceedingly well with parents to ensure all children are fully included and their individual needs are met. She has high regard for the well-being of children and has effective systems in place to ensure they are safeguarded and their welfare is protected. Children are provided with a good range of play experiences to enable them to make progress in their learning and development although observation, assessment and planning systems are still in the very early stages of development and all systems now need to be embedded in practice to ensure continuous improvement can be assessed. Through her commitment and good reflective practice, the childminder demonstrates an ability to identify strengths and weaknesses, enabling the continuous enhancement of daily care and learning experiences for children.

What steps need to be taken to improve provision further?

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

- develop the systems to communicate with other early years provision to ensure continuity in children's learning.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded as the childminder has a secure knowledge and understanding of how to protect children from harm. She has previously attended safeguarding training and plans to keep her knowledge and skills updated. She has

a good informative safeguarding policy. All household members have had relevant background checks completed. Children are cared for in a safe and secure home and the childminder takes positive steps to keep children safe. For example, safety gates are used to prevent children accessing potentially dangerous areas such as the kitchen or the stairs. Close supervision by the childminder and ongoing visual assessments ensures the environment remains safe. Written risk assessments are also in place which identify potential hazards and detail how they are minimised to keep children safe when in the home, in the garden and when on outings. Children benefit from a childminder who has a secure knowledge of child development and who has many years experience caring for children in a childcare environment. Overall, she is aware of her key strengths and the areas she wishes to develop further and has put plans in place to develop the outside environment to extend children's learning. The childminder has developed good children's records and documentation, such as written policies and procedures, and are in line with the Statutory Framework for the Early Years Foundation Stage. She understands the need to keep up-to-date with current childcare practices and has completed a self-evaluation form which helps her to monitor the quality of the service she provides. The childminder effectively organises her time to ensure children's needs are fully met with resources which are easily accessible and developmentally appropriate. The daily routine is planned around the needs of individual children to ensure an inclusive and enabling environment is provided. She has made excellent relationships with parents. New parents receive a welcome pack with details about the childminder, and her childminding arrangements. An electronic version of the childminder's policies and procedures are sent to parents and daily communications about their children's care, learning and development ensures parents are kept fully informed. The childminder is still developing partnerships with others she has links with the local children's centre and links with the local school is in the process of written consent from all parties. The childminder is aware of the importance of these links for the continuous development and care of the children that use her service.

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

Children have an enjoyable time in the childminder's care. The childminder knows the children well and uses this information to support them in their learning. They participate in a varied range of activities and play experiences which robustly cover the six areas of learning. However, observation and assessment systems are still in the very early stages of development and do not yet show how children are progressing. Children participate in a mixture of adult-led and child-initiated play with the indoor and outdoor environments used to promote their play and learning. Their interests are taken account of and there is a mixture of adult-led and child-initiated play with activities informally planned to meet their individual developmental needs. The childminder supports children in their play, asking questions and engaging them in conversation such as when they look at books together. She encourages children to interact and participate and children enjoy identifying different animals while listening to stories. Children have opportunities to learn about their own and others cultures and religions and participate in activities which encourage them to learn about the wider world and diversity.

The children learn about the environment and enjoy going on nature walks and looking for crabs when at the beach and collecting shells. They have daily opportunities to talk about what's going to happen during the day such as visitors, visiting and what is on the menu plus any news from home. Children's creative skills are encouraged and they have opportunities to experience a variety of art and craft activities such as water painting, cutting and sticking when making models. Children enjoyed making a seaside collage from items they have collected from the beach. The childminder uses the daily routine and activities to incorporate children's counting skills and they enjoy counting bricks when making a tower or counting the animals when looking at a book together. Children participate in activities which incorporate the use of colour and shape such as when playing games they confidently sort items by colour and size. The childminder implements effective strategies to promote and safeguard the welfare of the children in her care. Their health is protected because good hygiene practices are followed, such as children using their own hand towels when drying their hands, and the childminder follows strict hygiene procedures when handling and preparing food. Consequently, the risk of cross-infection is minimised. The childminder supports children and helps them to learn about simple hygiene practices through their daily routine, such as discussing the reasons for washing their hands before eating. Children participate in a varied range of activities which contributes to their good health and physical fitness. They go for walks, play in the garden and regularly visit a children's park. Children are provided with a balanced healthy diet and their dietary requirements are discussed with parents to ensure individual dietary needs are catered for. A menu is also shared with parents. Children are beginning to learn about healthy eating as they talk about fruit being good for their body at mealtimes. They participate in activities, such as: washing the grapes for snack and helping to prepare snacks and dinner. Children's safety is protected and they are developing a good understanding of how to keep themselves and others safe. When out walking they discuss road safety and know they must hold the childminder's hand or the buggy when crossing the road.

At home children are reminded not to run in case they fall and hurt themselves and learn how to manage the stairs safely when going to the toilet. The childminder has an emergency evacuation procedure in place which is regularly practised with children, therefore, the children are learning how to stay safe in an emergency. Positive relationships between the childminder and children enable children to feel settled in the childminder's care and consequently, children feel secure in their surroundings and are confident in their play. Through discussion they learn how to behave well because they learn simple house rules such as sharing and taking turns. They are effectively supported in their play with regular praise and encouragement from the childminder which develops children's self-esteem.

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	2
The effectiveness of the setting's engagement with parents and carers	1

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
--	-----