

Inspection report for early years provision

Unique reference number	EY407751
Inspection date	02/02/2012
Inspector	Patricia Champion
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 2010. She lives with her husband and two children aged six and seven years in Southend-on-Sea, Essex. All areas of the childminder's house are registered for childminding. Access is via one low step up to the front entrance. There is a fully enclosed garden available for outside play. The family keep guinea pigs as pets.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than three may be in the early years age range. There are currently six 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 to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The childminder walks to local schools to take and collect children and attends local carer and toddler groups on a regular basis. She is a member of the National Childminding Association and an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has a good understanding of the Early Years Foundation Stage and demonstrates a thorough understanding of the individual needs of the children in her care. Extremely effective relationships have been developed with parents and good links exist with other early years professionals. The childminder provides an excellent range of resources and activities, both indoors and on outings. Planning is detailed and linked to the six areas of learning. Children play in a very clean and mainly safe environment. The childminder is highly motivated and her accurate self-evaluation ensures that focus is put on considering ways to improve the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the risk assessment to include more information about anything with which children come into contact in the garden.

The effectiveness of leadership and management of the early years provision

Children enter a relaxed, child-friendly environment where their health and well-being are a priority. The childminder has well-informed policies and procedures which underpin her practice and reflect the ethos of care provided. Documentation is maintained effectively and securely stored to ensure confidentiality. The

childminder has a good understanding of safeguarding procedures. She is confident in recognising the possible signs and symptoms of abuse and the action to take should she have any concerns about a child in her care. Robust systems are in place to ensure children are only looked after by adults who have completed the relevant background checks. The childminder completes daily risk assessments that identify the majority of potential risks and how they have been minimised when indoors, outdoors and on outings. However, children may not be fully protected as the risk assessment does not contain sufficient detail about the play equipment that children come into contact with in the garden.

The childminder has made very good progress to develop her service since registration. She confidently uses self-evaluation to develop the service she provides. The views of parents and children are actively sought and evaluated and used to continually enhance the provision. The childminder understands the importance of ongoing training and accesses an excellent range of courses to enhance her skills. For example, she attends many workshops at local children's centres and also local authority courses, specifically in relation to meeting the needs of babies and toddlers and enhancing communication skills. The childminder also uses her superb connections with childminding colleagues to keep updated on current childcare issues and trends. She has applied to become accredited to take funding for early education. The childminder understands the importance of working cohesively with all adults involved in a child's life and the need to build relationships with other professionals, such as teaching staff in the reception class of the local school.

Children benefit from the exceptionally strong partnership with parents. The childminder works extremely closely with parents from the outset, gathering key information about children's individual care needs and interests to help them settle in. She provides parents with detailed information about the Early Years Foundation Stage outlining the six areas of learning. There is a very informative website, regular newsletters are distributed and the entrance hall contains attractive displays containing important notices, certificates and photographs. The childminder keeps parents well informed of activities children are participating in, enabling them to extend their learning at home. Parents are also routinely encouraged to contribute to the observations and assessments within the learning journey and planning records. Extremely positive comments are expressed by parents about the care provided. They say they are highly impressed with the childminder's professionalism and dedication, the excellent variety of activities and crafts and the great family atmosphere.

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

Children are very happy and settled and have developed warm relationships with the childminder and each other. They are confident in their play and have lots of fun as they learn. Children make very good progress and the childminder ensures that they enjoy a wide range of activities and social opportunities that challenge and encourage their all-round development. An excellent range of resources and learning experiences meet their needs well. Planning is clear, flexible and child-led,

allowing children to develop their own ideas and experiences. The childminder puts effort into presenting the learning journey records attractively to children and parents. She knows the children well and uses her observations to help plan for the next steps in their individual learning. The childminder continually finds new resources to promote children's curiosity and investigative skills. Babies enjoy exploring the natural or useful items within the treasure box by using their senses and examining different textures.

Children enjoy making choices and taking decisions in their play. They know where to find the play materials they need to extend their learning as storage boxes are easily accessible and labelled with captions and pictures. For example, themed props and resources help children develop their imagination with dressing up clothes, role play equipment and small world play. Problem solving and numbers are part of everyday play. The childminder talks to children about counting and colours, they play sorting and matching games and access a range of puzzles and shape sorters. Children's communication, language and literacy are fostered effectively, with many opportunities to look at books for pleasure or use props from a story sack. A variety of dual-language books and posters reflect the wider world and diversity, and children take part in the celebration of cultural events throughout the year which encourage their understanding of similarities and differences through their play.

Children enjoy healthy snacks and meals provided by parents and supported by the childminder. They also learn about food that is good for you when they grow vegetables and fruit in the garden. Good hygiene routines are followed at all times and nappy changing takes place to ensure children's comfort is continually maintained. The childminder demonstrates a good understanding of how to support children to feel and keep safe. She encourages children's awareness of safety by reminding them to sit on a chair appropriately. Shoes are removed on entry to the premises to ensure that flooring is clean and safe for crawling babies. Evacuation plans are regularly discussed and practised with children so that they know how to swiftly exit the premises in the event of an emergency. Children benefit from the clear and consistent rules and boundaries that are in place within the home, and as a result behaviour is good.

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	1
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
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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	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