

Inspection report for early years provision

Unique reference number	EY429049
Inspection date	08/02/2012
Inspector	Tina Mason
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 2011. She lives with her husband and child aged two years in Benfleet, Essex. The whole of the property is used for childminding. Accessibility to the premises is via a step up to the front door. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet rabbit and a cat.

The childminder is registered to care for a maximum of five 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 two children attending who are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are interested and motivated in the well-managed, welcoming and child-centred environment provided for them by the childminder. She ensures all children are supported in an inclusive environment where their individual needs and interests are met. The childminder supports children's learning and provides a good range of age-appropriate activities. Consequently, children are making good progress in their learning and development. Children benefit from the good partnerships established with parents and most aspects of their welfare are promoted well. The childminder is committed to developing her role and maintaining continuous improvement by keeping up to date with changes and attending training to increase her knowledge, although the self-evaluation process is not yet fully developed.

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 safeguarding children policy includes the procedure to be followed in the event of an allegation being made against the childminder or a member of the household (Safeguarding and promoting children's welfare).
- 08/03/2012

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

- improve the range of resources to support children's opportunities to develop positive attitudes to diversity
- improve the systems for the organisation of the setting by developing the use of self-evaluation to support ongoing improvement.

The effectiveness of leadership and management of the early years provision

The childminder follows good procedures to safeguard the children in her care. She has a good knowledge of possible indicators of abuse and is clear about her responsibility to protect children from possible harm. However, she does not have a procedure in place to follow should an allegation be made against herself or a member of her family. Children are closely supervised at all times and are protected from unvetted persons. A wide range of safety equipment is available, such as car booster seats and stair gates, in order to protect children from harm and to support them as they develop their increasing levels of independence. Children are able to freely access their favourite toys and resources as they wish. Through following good practices with the childminder, children are developing an awareness of maintaining their own safety. Children benefit from regular outings to local places of interest and to community and activity groups. Effective risk assessments maintain children's safety at these times.

The childminder recognises the importance of making good use of the outdoor learning environment and ensures that children benefit from regular opportunities to enjoy fresh air and physical exercise in the garden and local parks. She involves children in social activity groups and makes good use of local services, such as the library. The childminder provides some opportunities for children to explore their own cultures and beliefs and those of others, and is building in confidence with regard to promoting equality and diversity within her setting. A good range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Essential information, such as weekly menu plans, daily safety checks and the evacuation procedure, is displayed prominently at the entrance to the childminder's home. Partnerships with parents are good, the childminder provides informative feedback on the day's events and keeps parents informed and up to date with what is going on in her setting. She has a very positive attitude to establishing partnerships with other professionals to support children in her care. However, the childminder's self-evaluation systems are not fully effective in ensuring that she identifies areas for development to further improve outcomes for children, although she is committed to developing her knowledge of childcare by attending further training.

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

Children are happy, settled and secure in the care of the childminder. They are made to feel welcome and have good relationships with her and her family. The childminder has a clear understanding of the Early Years Foundation Stage learning and development requirements and she effectively supports children to make good

progress towards them. Written observations about each child's achievements are clear and informative. In addition, systems to ensure that the childminder consistently promotes individual children's progress are in place. Planning reflects the interests of the children, who benefit from close support and consistent care in the childminder's home. They form close relationships with the childminder and begin to form friendships with each other. Children show interest in their surroundings and readily investigate the toys. They play on the floor with construction bricks, learning to stack and build them together. The childminder prompts colour, number and shape recognition as children play. They have opportunities to express creativity and enjoy activities where they use paints, crayons and chalks. There are also a number of resources to promote imaginative play, such as, a play kitchen, dolls, a tree house, and castle and garage small world sets that encourage role play and imitation of home life. Children enjoy attending music and movement sessions and they enjoy making sounds with the different types of musical instruments.

Children sit together at lunchtime to eat their food sociably. The childminder encourages their early understanding of healthy foods and how things grow. Physical skills and coordination develop in a variety of activities. For example, they enjoy playing with ride-in cars and scooters. Children become aware of safety in everyday activities and experiences. They take part in creative activities and like to take their paintings or drawings home. The childminder promotes children's speech and language development throughout the day. Younger children watch and listen closely and enjoy reading books together with the childminder. Children feel secure and are happy in the care of the childminder. They become aware of the diverse world in which they live through some toys which reflect different cultures. However, there are limited opportunities for them to develop a full understanding of diversity. Children respond positively to praise and encouragement, and they are happy and settled. Their behaviour is good and they develop positive relationships with adults and their peers. Children benefit from good hygiene practices promoted by the childminder, such as washing their hands prior to eating. Children are safe within the home. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and to ensure know what to do in an emergency.

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	3
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
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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	3
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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