

Inspection report for early years provision

Unique reference number	EY225721
Inspection date	09/11/2011
Inspector	Diana Rose

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 2002. She lives with her husband and two children aged 13 and 17 years in Basildon, Essex. The ground floor and first floor of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. The family has a dog.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is registered to care for a maximum of five children under eight years old at any one time and is currently minding six children under five years old on a part time basis.

The childminder walks to local preschools and schools to take and collect children. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides good childcare and is friendly and welcoming to children and their families. Children are happy, settled and confident in a caring environment where the childminder has an accurate understanding of their individual needs. Children benefit from an organised setting where they are aware of the routine and are actively involved in making choices. The childminder does not currently evaluate the quality of her provision although she does understand the need to develop her practice and is proactive about seeking relevant training.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute to their child's learning and development record, with particular regard to completion of initial assessments
- make effective use of the garden to offer energetic play throughout the year
- encourage children to know about healthy snacks by continuing to give guidance to parents on appropriate food and drink, including cups which lessen tooth decay, that are brought to the session.

The effectiveness of leadership and management of the early years provision

Children are protected effectively as the childminder has an accurate understanding of safeguarding children. She is aware of the signs and symptoms of abuse and the procedures to be followed if she had concerns about children in her care. Daily safety checks and cleaning schedules, and thorough risk assessments for the home and outings, ensure that hazards are identified and necessary safety precautions are undertaken to keep children safe. Risks are

minimised, for example a safety gate is in place to prevent children accessing the stairs and stop the dog from coming into contact with the children. All essential records, policies and procedures are in place, are well organised and readily available. The childminder's home is clean and well maintained and is planned with the children in mind.

Children benefit as the childminder has a clear understanding of the unique child and promotes their welfare needs. Observations, linked to the Early Years Foundation Stage are used to plan next steps and enable children to make good progress in their learning and development. Effective links with parents and carers both verbally and through a daily diary help children feel secure. Positive relationships are developed with parents and they speak highly of the childminder's care. The childminder shares her policies and procedures with parents before their children start attending. She ensures that she requests their permission for specific aspects of their children's care. However, although parents contribute to welfare records in order to settle children well, they do not share their knowledge of their child's learning and development with the childminder.

The childminder enjoys close links with other local childminders and they share good practice on a regular basis. They arrange training opportunities together, such as a recent paediatric first aid course. The childminder updates her knowledge of early years practice by attending courses and has considered what future training will improve her service further. The childminder seeks the views of parents to obtain feedback on the service she provides in order to effectively meet children's individual needs.

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

Children engage happily in activities secure in the knowledge that the childminder is always on hand to join them and provide comfort and support when required. The childminder encourages positive behaviour by setting clear and consistent boundaries and gently reminds children when behaviour is not appropriate. She constantly praises children's achievements and encourages them to be independent and sociable. As a result children are relaxed, confident and develop a close relationship with the childminder.

The childminder actively supports children's play as she sits on the floor with them. Children self-select resources and choose what they want to play with from a wide range of good quality toys and books. Many resources, which include positive images in books and appropriate toys help children learn to value diversity and promote imaginative play and language development. The childminder carefully listens to what children say and sensitively supports them to develop their speech and language skills effectively. Children enjoy problem solving as they search for puzzle pieces to fit into the correct place. The childminder supports their recognition of number as they look at a clock face puzzle. Children enjoy drawing round hands and feet and comparing sizes. The childminder enhances children's

understanding of the natural world as she and the children share books about different animals. Children are engrossed as they make a collage octopus which helps develop their fine motor skills.

They socialise with other children at various groups and enjoy regular outings to parks, toddler groups and the library. Such outings help them develop an understanding of their local community and the wider world. Children learn about road safety and stranger danger when the childminder takes them out. These outings, together with appropriate support from the childminder, equip children effectively with skills for future learning.

Children's health and welfare is underpinned by a number of well documented policies and procedures. Children bring in drinks and meals from home but these are not always as healthy as they could be. They enjoy outings every day which provide the opportunities for different experiences. However, the garden is not used everyday to allow children to extend their play into the outdoor environment and have energetic activity.

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	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	3
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met