

Inspection report for early years provision

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Inspection date	24/02/2012
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2011. She lives with her husband and one child aged two years old in Grays in Essex. The whole of the downstairs and one upstairs bedroom and bathroom is used for childminding. 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 have pet guinea pigs, geckos and a tropical fish tank.

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 three children attending on a part-time basis, 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 those 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 happy and settled within the welcoming family environment. Generally, good planning ensures children make good progress in their learning and development. Systems to promote children's welfare are effective and all safety measures are in place. The organisation of the childminder's home allows children to follow their own interests as they access a variety of toys and resources to support their development. The childminder has established good relationships with parents and as a result, she is successful in sharing good levels of information. Although, the self-evaluation of the setting is in its infancy, the childminder is committed to developing her role and maintaining continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the planning and provision of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals
- improve the systems for the organisation of the setting to include ongoing effective procedures to evaluate the provision and implement areas for 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 is very confident in her ability to identify, record and report any child protection concerns in line with the Local Safeguarding Children Board procedures. Children are closely supervised at all times and are protected from unvetted persons. A range of safety equipment is available, such as door stops 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 a good awareness of maintaining their own safety. For example, children practise emergency evacuation procedures with the childminder, in order to develop their confidence and familiarity. Children benefit from regular outings to local places of interest, social community and activity groups. Effective procedures are in place to 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. Appropriate protective clothing allows children to enjoy the outdoors regardless of the weather conditions. The childminder involves children in social activity groups and makes good use of local services, such as the library. She provides opportunities for children to explore their own cultures and beliefs and those of others and is building in confidence in regards to promoting equality and diversity within her setting. Children who have English as an additional language are supported and fully included. A good range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Essential information is displayed prominently.

Partnerships with parents is good. The childminder completes diaries and talks to parents each day when they collect their child, informing them of the day's events. Parents and children are actively encouraged to become involved in the setting by completing questionnaires. Parents are unanimous in their praise of the childminder. For example, the parents' questionnaires state that their children are happy and thriving and that they are happy with the high levels of information that is being shared with them. The childminder has a very positive attitude to establishing partnerships with other professionals to support children in her care. The childminder's self-evaluation systems are not fully effective in ensuring that she identifies areas for development to further improve outcomes for children. However, she is committed to developing her knowledge of childcare by attending training.

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

Children are happy, settled and secure in the care of their 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. 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. However, a small weakness in the overall process in how the children's next steps of learning are used to inform the future planning is not fully supporting each child to their fullest potential. Children have lots of opportunities to explore differing textures. For example, they enjoy kneading and squeezing the play dough. They enjoy playing with the shaving foam, dish cloths and sponges as they get messy squashing the foam and sponges between their fingers. Children are able to use their imagination when creating different patterns using paint to make patterns with different types of vegetables and collages using different textured materials.

Children are learning to count different objects through everyday situations and are learning about size as they tell the childminder that their mummy and daddy are bigger than them. Children have lots of opportunities to mix with others, learn to make friends, share and take turns as they attend many different toddler groups and messy art activity groups throughout the week. Children enjoy finding out about the local environment as they walk around the local nature reserve, feed the ducks and look out for different wildlife. They 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. The childminder prompts colour, number and shape recognition as children play with the threading buttons. Sand and water play provides opportunities for children to fill, pour and consider capacity. There are also a number of resources to promote imaginative play, such as play kitchen and dolls that encourage role play and imitation of home life. For example, the children throw small objects onto the floor and pretend to vacuum them up with the toy Hoover. The childminder promotes children's speech and language development throughout the day.

Children sit together at lunch time to eat their lunches 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 are learning to use park equipment with competence and to recognise their own abilities. Children become aware of safety in everyday activities and experiences. They become aware of the diverse world in which they live through toys, resources and activities provided, which reflect different cultures. For example, the children enjoy celebrating different festivals. They respond positively to praise and encouragement and they are happy and settled. Their behaviour is good. They develop positive relationships with adults and their peers. Children benefit from good hygiene practices, they are beginning to know their bodily needs as they help themselves to drinks. Children wash their hands prior to eating and after using the

toilet. Children are safe within the home. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do in the event of 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	2
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	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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