

Inspection report for early years provision

Unique reference number	401500
Inspection date	23/03/2012
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.

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Description of the childminding

The childminder was registered in 2002. She lives with her husband and two children aged 10 and seven years in Grays in Essex. The whole of the property is used for childminding. Accessibility to the premises is via a small step 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 childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently two children attending who are within the early years age range. 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 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.

Children's care and learning needs are met to a very good standard by the childminder who has established strong partnerships with their parents. The childminder ensures the children are supported in an inclusive environment where their individual needs are maximised. There are robust systems in place to keep children healthy and safe, including risk assessments that effectively minimise hazards both in the home and on outings. Children enjoy participating in a wide range of exciting activities. The childminder has started to reflect on her practice, identifying areas for development demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- continue to develop systems for using children's next step in their learning to inform future planning to meet their individual needs as they progress towards the early learning goals
- develop the systems for the organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues and has attended safeguarding training to up date her knowledge and understanding. As a

result, children are safeguarded as the childminder knows what to do should she have any concerns regarding their well-being. All adults living and working in the childminder's home have undergone all necessary checks to establish their suitability. The childminder records children's attendance on a daily basis with the number of hours they are in her care. The childminder is organised, efficient and knowledgeable in all aspects of her childminding. This is reflected in the good quality of care and learning the children receive on a day-to-day basis. The wide range of well-informed and comprehensive information, such as the detailed policies and procedures, fully promotes children's safety and welfare at a high level. The environment is extremely safe and the childminder is proactive in minimising any risks to children. Risk assessments for each type of outings are effectively carried out, ensuring the safety of children when out and about.

The childminder is professional in her approach with parents, which ensures she works in partnership with them to meet their child's individual needs. This starts with good settling in routines for children and the ongoing sharing of information through daily discussion and the sharing of children's developmental record books. There are well-established channels of communications between all partners involved with individual children, which successfully promotes their learning, development and welfare.

The wonderful range of resources and activities fully promotes children's development in all six areas of learning. In addition, furniture, equipment and resources are of very high quality and suitable for the ages of children to support their learning and development. Children clearly benefit and thrive as a result of the setting they are in. The childminder promotes equality extremely well within the setting, ensuring all children have access to the resources and play materials available. She differentiates the activities so children of all ages and stages can participate fully. The childminder attends training to extend and develop her skills and knowledge and has started to reflect on her practice by completing a self-evaluation document.

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

Children happily explore their environment and receive lots of encouragement from the childminder who promotes their welfare, learning and development well. She has a good understanding of how children learn and uses her skills and experience as a qualified childcare worker to provide interesting and challenging activities. Written observations are clear and informative about children's achievements. Although, some systems to ensure that the childminder consistently promotes the next steps in individual children's progress through planning continue to be developed so are not yet embedded fully into her practice. Children access a wide range of toys and resources from low-level shelving units and child-size furniture enables them to sit together. Children also enjoy lots of activities outside of the home, such as attending toddler groups and visits to 'Grays beach'. The children are able to play with a wide range of excellent resources, which helps to develop a positive understanding of diversity.

The children behave extremely well in the setting as they are happy and fully engaged. The childminder is an excellent role model, interacting calmly and affectionately with the children in her care. The childminder promotes positive behaviour through praise and reinforcing good manners. There are a number of resources to promote imaginative play such as, small world farm, train and garage sets and a play kitchen that encourage role play and imitation of home life. Children's future skills are successfully promoted within the setting, with good attention given to promoting the use of tools and materials. Much care is taken by the childminder to provide activities that support children's speech and literacy. For example, children enjoy reading story and picture books with the childminder and have frequent opportunities for mark making. Good use is also made of resources to promote children's problem solving. For example, younger children enjoy puzzles, shape sorting and building with bricks, while older children gain skills through using more advanced assembly systems and planned play work activities. Through the range of activities, children's creative and expressive learning is well supported, as they enjoy organised art-craft activities, involving colours, shapes and textures. For example, they use string to create patterns with paint.

An outstanding aspect of the childminders play setting is the colourful and attractive nature of the learning environment. This provides children with many opportunities for choosing and exploring resources and children's knowledge and understanding of the world is well fostered. Regular outdoor learning also takes place. For example, children have fun planting seeds and tending to the area, waiting in anticipation for the seeds to grow into plants. Children's healthy growth and development is supported and the childminder works well with parents to ensure children have a good range of healthy foods and snacks provided. To support children's healthy development, a wide range of physical activities are encouraged. For example, good use is made of the back garden, with many games and fun activities provided to support children's balance and coordination. Children are developing excellent safety awareness. They understand the importance of keeping in sight of the childminder when out and about. Wrist bands with the childminders contact number ensure they will quickly be reunited with the childminder should they get separated. The childminder is effective in her encouragement of children's confidence, and promoting their social learning. For example, she successfully helps children to understand their feelings through the use of books and posters around the setting. She uses her close support, particularly with the younger children, to help them share and take turns. The childminder also effectively promotes the older children's good behaviour and provides consistent advice and support for their continual learning.

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	1
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	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
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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