

Inspection report for early years provision

Unique reference number	EY334849
Inspection date	26/03/2012
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 2006. She lives with her husband and adult daughter in Grays in Essex. The whole of the downstairs 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 six children under eight years at any one time, of whom no more than three may be in the early years age range. She minds with an assistant and when working together they may care for a maximum of eight children at any one time. 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 overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder supports children's learning and provides a good range of age and developmentally appropriate activities. Consequently, children are making good progress in their learning and development. The organisation of the childminders home allows children to follow their own interests as they access a variety of toys and resources to support their development. Overall, systems to promote children's welfare and safety are effective. The childminder has established good relationships with parents, and as a result, she is successful in sharing good levels of information. The childminder makes good use of reflective practice and parental feedback in order to monitor, evaluate and maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve risk assessments to cover anything in which a child may come into contact, this is with particular regard to children using the large trampoline in the garden
- develop systems further for using children's next step in their learning to inform future planning as they progress towards the early learning goals.

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. Safety is supported through formal risk assessment and good levels of supervision of the children as they play. The childminder provides a safe environment through monitoring most of the different areas that the children play in. However, a risk assessment for the large trampoline in the childminders garden is not in place and therefore all risks associated to this piece of equipment have not been formally identified. 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 regularly practise the emergency evacuation procedure 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. A good range of written policies and procedures, contracts and consents are used to agree and maintain good practice. Essential information is displayed prominently for parents information.

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. The childminder provides opportunities for children to explore their own cultures and beliefs and those of others and is confident with regards to promoting equality and diversity within her setting. Children who have English as an additional language are supported and fully included. The childminder promotes equality 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 has good partnerships with parents and people involved with the children, which enable all to be heavily involved in decision making and daily routines. Parents receive good information regarding their child's day and progress. The childminder provides systems of communication, including lots of photographs and children's art work. The childminder has a good knowledge of each child's background and needs. The childminder evaluates her practice well and monitors this to ensure that continual reflection is used to bring about improvement.

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

Children are happy, settled and relate well to adults. They learn how to share and take turns through good social interaction. All of these experiences develop young children's skills for the future. Children have access to various creative play activities and use their imagination well. For example, children choose from a wide range of materials and media to make things, such as Easter masks, Mothers Day cards and an array of different collage pictures. The childminder has developed a clear understanding of the early learning goals and how to support children to make good progress towards them. She plans activities based on the children's interests. However, a system to ensure that the childminder is able to track and

analyse progress to consistently promote the next steps in individual children's progress is not fully in place. Children's independence is fostered well as they make choices about their play from the easily accessible resources.

Children are introduced to numbers through puzzles, board games and some age appropriate work sheets. Basic mathematical concepts are introduced through practical and meaningful activities. For example, when baking biscuits children learn about weighing and different quantities. Children's communication and language is developed well through the childminder's positive interaction and effective questioning. Children enjoy choosing books to look at with the childminder. They use various electronic toys, games and computer this helps them to learn about technology. There are also a number of resources to promote imaginative play. For example, children enjoy using their problem solving skills to set up the knights' castle and then actively become involved in imaginary play. Children enjoy music and movement sessions where they are beginning to move to music and they enjoy making sounds with the different types of musical instruments. Children have access to their own play room which provides them with opportunities for choosing and exploring resources.

Children's healthy growth and development is successfully supported, and the childminder works well with parents to ensure children have a good range of healthy foods and snacks provided. Children benefit from the provision of healthy snacks of fresh fruit and vegetables, they recognise when they feel thirsty and have a drink. Children follow daily hygiene routines of washing hands before eating to help minimise spread of germs. 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. They enjoy the freedom of running around the garden and playing on the different equipment, this helps to develop their physical skills.

Children become aware of the diverse world in which they live through toys, resources and activities provided which reflect different cultures. They learn how to keep themselves safe through the childminder's gentle explanations and support. Children's behaviour is managed through positive strategies such as praise and encouragement, reflection time and discussion. In addition, sticker charts are also used to promote positive behaviour. Children are confident in using language to express themselves. From a young age, children make their needs known and communicate their opinions, because the childminder responds positively to their attempts to talk and respects their requests.

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	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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