

Inspection report for early years provision

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Inspection date	20/03/2012
Inspector	Linda Nicholls
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 2007 on the Early Years Register and both the compulsory part and the voluntary part of the Childcare Register. The childminder is not registered to provide overnight care. The childminder may care for a maximum of four children under eight years, of these three may be in the early years age range and one may be under one years. There are currently two children in the early years age range on roll.

The childminder lives with her husband, two children, currently aged six and seven years, and her adult sister, in Brentwood, Middlesex. A living room is available for childminding. The childminder plans daily outdoor play. There are schools, a library, shops and play parks within walking distance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder gains knowledge of each child's needs so they progress well, given their age, ability and starting points. Children are safe, feel secure and enjoy learning about their local area and the world around them. The partnerships with parents are well established and ensure children's learning is extended. However, some areas for further improvement have been identified in relation to resources reflecting diversity. Reflective self-evaluation has been started and identifies suitable priorities for improvement and the continuous development of the service the childminder provides.

What steps need to be taken to improve provision further?

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

- Promote further children's positive attitudes to diversity and difference, with particular regard to providing additional resources that reflect the home cultures of the children attending, or showing positive images of special educational needs and/or disabilities

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are comprehensive and understood well by the childminder, and reflect current local Safeguarding Board practice. The childminder is clear about her role and responsibilities. Visitors are monitored, all appropriate

checks are completed and children are supervised directly at all times. The childminder follows a consistent implementation of her policies, procedure and practice to ensure children's health, safety and well-being are met. Effective risk assessments, together with a good understanding of safety procedures, ensure that the premises are safe and hygienic. Routine outings and walks in the locality are assessed to ensure risks are reduced as children access fresh air, physical exercise and gain from natural outdoor experiences. An exit procedure is displayed and practised so that children know what to do should an emergency arise.

Children play safely in the home and learn to be increasingly responsible for their personal safety. The childminder makes good use of a local children's centre to extend children's social experience. The indoor space is organised well with resources being easily accessible. Items are free standing or stored in open or on child-height shelving. There are ample books to look at plus role-play items to express their imagination. Children have construction equipment to experiment with and there are number pads and battery-operated keyboards for children to choose from to extend their knowledge and understanding of the world. There are some items reflecting diverse cultures but only a small range that show positive images of special educational needs and/or disabilities or that reflect the home cultures of children attending. The childminder recognises this as an area for further development to help children learn more about differences and diversity.

The childminder works effectively with parents to gain information about children's starting points and achievements at home. Parents praise the childminder for her excellent service and the activities she provides. The childminder has begun to record children's progress through observations and assessments. These are linked to the six areas of learning and planning reflects the early learning goals. Regular discussions with parents keep them well informed of their child's experience while in her care. The childminder has links with other registered provisions, including other childminders, nurseries and schools, ensuring an active continuity in her understanding of children's care and learning. None of the children that she cares for currently attend other settings although the childminder understands the importance of a shared approach to children's care and learning.

The childminder has focused aspirations for providing quality through ongoing improvement. She reflects on her service and has recently initiated a self-evaluation process. She encourages parents to contribute with ideas for the further development of her service. The childminder has identified priorities for the continuous improvement of her provision, such as attending training to complement children's interests and resources.

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

Children are happily settled and engaged in their play. Children are eager to learn because the childminder clearly understands how children learn through play. They

are absorbed and engaged in what they do. They develop caring relationships with the childminder who provides effective emotional and practical support. Children receive praise and encouragement so they develop positive behaviour and good levels of self-control. They are purposeful as they make independent choices to explore colours and textures. Children are active and lively. They express how they feel, smiling as they stir the flour and water because they are confident and secure. The childminder provides a good role model so children learn to contribute; they begin to respect and care for themselves and others they meet in her home. They learn to take turns in games and conversation because the childminder interacts and supports them as they expand their communication skills. She describes what they are doing, discusses events and asks questions to challenge them and make them think. They learn to name animals in the books they share with the childminder.

Children learn how to stay safe. The childminder talks about safety issues, such as effective hygiene procedures so children take responsibility for keeping their hands and faces clean. Fresh drinking water is available should they need it and the childminder works closely with parents to supply healthy and nutritious light meals. Children develop muscle control as they eagerly spin and bob to songs and music. Children make steady gains in their learning because the childminder provides a stimulating and welcoming environment based on their interests, such as playing guitar and dressing-up. They benefit from her thoughtful and effective organisation of activities that act as a foundation to the development of their skills for the future. Overall, the childminder provides children with experiences that reflect their community and the wider world with activities covering cultural or seasonal events. The childminder is confident to allow them to take a full and active lead in their own 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	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	3
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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