

Inspection report for early years provision

Unique reference number	EY436179
Inspection date	30/05/2012
Inspector	Lynn Hughes
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 2011. She lives with her husband and two children aged four years and one year in Stanford Le Hope, Essex. The whole of the childminder's home is used for childminding. There is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than one may be in the early years age range. There is currently one child attending who is within the early years age range, who attends on a part-time basis. 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. She 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 welfare, learning and development needs are effectively met and children's health is exceptionally promoted. The childminder demonstrates a good understanding of the Early Years Foundation Stage and the way in which young children learn and develop. Children make good progress in their learning because they participate in a wide range of stimulating and exceptionally well resourced activities. Partnerships are effective, ensuring continuity between the childminder, parents and other early years settings. Overall, effective systems are in place to enable the childminder to use self-evaluation to review and evaluate her provision.

What steps need to be taken to improve provision further?

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

- develop the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Well-considered policies and procedures are in place to ensure that children remain effectively safeguarded and protected from harm. The childminder demonstrates a secure understanding of her responsibilities with regards to protecting the children in her care. All adults living on the premises are vetted and proof of their clearance is held on file. Robust procedures are in place to ensure that children remain safe in the childminder's care. She conducts a thorough safety check each day before the children arrive and ensures that children understand about emergency evacuation procedures.

This is the childminder's first inspection since registration. She is committed to providing good quality childcare provision and continuously strives for improvement. The childminder has systems in place to enable her to monitor and review her working practices. She has put together systems to enable her to effectively evidence her self-evaluation, however, as she is still in her early stages of childminding her self-evaluation processes are still developing and not yet fully embedded in practice.

Toys and play resources are exceptionally well-organised and presented in low-level storage units within the childminder's bright and attractive dedicated playroom. Children are actively encouraged to move toys between the playroom and the lounge, enabling them to make choices and decisions over their play and learning. The childminder expertly supports children's learning, facilitating their ideas and suggestions and introducing new activities when she feels that they need a change of direction. Children play in an environment which promotes their knowledge of the wider world and other people's different needs. Resources, books and toys depict the multi-cultural society in which we live and children are encouraged to participate in experiences which enhance their knowledge of others.

The childminder has a good working relationship with the parents of the children she cares for. On starting she provides them with clear information about her provision and how she intends to care for their children. Daily verbal and written communication ensures that parents are actively involved in their children's day and are fully informed about their progress and achievements. Partnerships in the wider context are effective, for example, the childminder has a close relationship with the local pre-school to promote continuity in children's care and learning.

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

Children thoroughly enjoy their time with the childminder and are actively engrossed in a wide range of exciting activities throughout the day. They have fun painting pictures and use their fingers to explore the texture of the paint whilst creating their masterpieces. The childminder provides them with a bowl of bubbly water in which to wash the paint away whilst also providing a new play experience. They enjoy pouring the water over themselves and back into the bowl and have fun catching the bubbles with their feet, nose and hands. Giggles and laughter can be heard as they reach for the bubbles being blown high or low at their request.

Baby dolls are taken for a walk in the range of dolls buggies available. Children parade them around the childminder's lounge and have fun attending to their 'babies' needs. After an exhausting morning, they enjoy a well-needed nap to enable them to re-charge, ready for the next play session. The childminder has very effective systems in place to enable her to observe children's progress and records her observations in well-presented learning journeys. Information gained from the observations is used to plan activities to enable children to move on to their next steps in learning.

Children behave in ways which show that they feel safe and secure in the

childminder's care. They approach her for cuddles and respond affectionately to the caring interaction they receive from her. They understand safety rules, for example, when coming down the stairs they wait for the childminder and allow her to carry them down safely. Children are always safely transported in appropriate pushchairs and buggies or when being taken out in a vehicle. Clear procedures ensure that children's health and well-being are exceptionally promoted. The childminder encourages children to understand important health practices, such as, hand washing after using the toilet and before touching food. They enjoy very nutritious and healthy snacks and meals at the childminder's home and are provided with excellent opportunities to experience fresh air and exercise.

Children are very confident and settled and have formed excellent relationships with both the childminder and other children. Children's behaviour is extremely positive and they take care of the environment and resources. They move freely between the childminder's lounge and playroom accessing the resources and equipment on offer to them. The childminder recognises children's individual needs and works effectively with their parents to establish clear on-going information about their home life and any relevant changes. The selection of planned and freely chosen play experiences children participate in enables them to develop essential skills for the future. Their language and vocabulary skills are promoted by the childminder talking to them, naming objects and responding appropriately to their queries. They also develop a strong sense of belonging when they regularly attend events and appropriate play sessions within the local community.

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	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	1
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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