

Inspection report for early years provision

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Inspection date	20/06/2012
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 2011. She lives with her fiancé, mother and one child aged 14 months in Benfleet 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 five children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one children attending who is 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 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. The childminder demonstrates a good knowledge and understanding of the principles which underpin the Early Years Foundation Stage framework. 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. Partnerships with parents are positive but not fully developed with regard to supporting and extending children's learning. 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:

- develop further the opportunities for parents to be involved in, and contribute to, children's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is clearly aware of her important role and responsibility relating to child protection matters. The childminder has previously completed child protection training and has a good knowledge of her responsibility in this area. She records children's attendance on a daily basis with the number of hours they are in her care. Successful partnerships with parents and sharing of information help to safeguard children. All necessary records of accidents, incidents and medication

are in place. The childminder holds a current first aid certificate which ensures that children can be cared for in an emergency without delay. The premises are safe and secure. Risk assessments cover all aspects of the childminder's home both inside and out and include thorough assessments of all the outings she takes children on.

Children are able to freely access their favourite toys and resources as they wish. Children benefit from regular outings to local places of interest, 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. She provides opportunities for children to explore their own cultures and beliefs and those of others. Children benefit from the childminder working very effectively and her commitment to providing good quality childcare. She has a positive attitude towards further developing her skills by regularly attending appropriate training events. The childminder is aware of her strengths and has identified areas for further development. For example, she is developing the way she observes and assesses each child's achievements, interests and learning styles, which is improving outcomes for children.

The childminder works closely with parents to meet each child's individual needs and respects their home backgrounds. There is a regular exchange of information between the childminder and parents, providing them with good information about the child's welfare and the activities enjoyed. Parents receive information that gives them details of the childcare in a monthly newsletter. All parents have regular access to their child's learning records, although the childminder has not fully developed the opportunities for parents to be further involved in their child's learning and development. There are no children attending who have special educational needs and/or disabilities. However, the childminder is fully aware of the importance of working closely with outside agencies to support children's welfare and development. The childminder has not yet cared for any children who also attend other early years provision. However, she has a secure understanding of the importance of partnership working to support children's continuity of care.

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

Children are happy, settled and secure in the care of the 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. Planning is comprehensive and reflects the interests of the children. Exciting activities, such as planting flower seeds, help children learn about growing and measurement terms and concepts. They also offer good opportunities to develop responsibility and

learn how to care for things. The childminder encourages and supports the inventive ways in which children add or mix media. For example, children enjoy making musical instruments out of empty bottles, pasta, rice and dried peas. Children also enjoy filling water bottles with glitter and watching the glitter and sparkles dance around inside the bottle as they mix with the water.

Children 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. Children are able to use descriptive words like 'big' and 'little' in everyday play situations and through books and stories. For example, children are able to differentiate between more and less when filling bottles with the rice and pasta. The childminder is able to draw children's attention to patterns when using construction activities to make cars, swings and buggies. Children have opportunities to express their creativity and enjoy activities where they use paints, crayons and chalks. There are also a number of resources to promote imaginative play, such as, a small world play farm with animals and role play equipment that encourage imitation of home life.

Physical skills and coordination develop in a variety of activities. Children are learning to use park equipment with competence and to recognise their own abilities. 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 throughout the year. Children learn how to keep themselves safe through the childminder's gentle explanations and support. They take part in evacuation practises to raise their awareness of what to do in an emergency situation. Children's behaviour is managed through positive strategies, such as praise and encouragement, reflection time and discussion. 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. Children follow daily hygiene routines of washing hands before eating to help minimise spread of germs. Children benefit from the provision of healthy snacks of fresh fruit and vegetables, they recognise when they feel thirsty and have a drink.

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