

Inspection report for early years provision

Unique reference number	EY421386
Inspection date	21/06/2012
Inspector	Anne Daly
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 partner and three children, aged 15, 12 and two years in Southend-on-Sea, Essex. The whole of the premises is used for childminding and there is an enclosed garden for outdoor play. The childminder employs an assistant. She walks or drives to a local school and pre-school to take and collect children. She takes children to the library, park, beach and toddler groups.

When working alone, the childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register 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. When working with an assistant, the childminder is registered to care for eight children under eight years at any one time, of whom no more than five may be in the early years age range. Children attend on a full or part-time basis, with currently six children attending in the early years age range. Children aged between over five and 11 years are also offered care.

The childminder is a member of the National Childminding Association and of the Southend National Childminding Association Children Come First Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are confident, happy and settled with the childminder, who supports them well to thrive as individuals by recognising their uniqueness. A wide range of motivating activities and most of the play provision help children to make good progress in all areas of learning. Good regular communication with parents and other professionals support individual children's well-being and learning to ensure promotion of their achievements. The required records, policies and procedures are maintained for the safe and efficient management of the provision. Through self-evaluation, the childminder takes well-chosen actions to improve the provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the play provision to enable children to explore and question differences in gender, language, culture and disability.

The effectiveness of leadership and management of the early years provision

The childminder has a robust safeguarding policy explaining her responsibilities, as well as relevant publications for reference, to ensure that children are being effectively safeguarded from the risk of abuse or neglect. She and her registered assistant have completed safeguarding training to ensure that they have a good awareness of their responsibility to refer any concerns they may have about children's welfare. All adults living or working on the premises have been vetted to further protect the children.

Children are protected from harm through effective risk assessments identifying potential dangers both inside the home and on outings. The childminder completes a written daily check list to ensure that each area to be used by children is safe and secure before their arrival. Her annual risk assessment, including a professional fire risk assessment, ensures that the premises are safe and fitted with appropriate fire detection and control equipment. Children regularly practise the clearly defined procedure in case they have to evacuate the premises in emergency situations. The childminder undertakes detailed risk assessments of everyday outings to ensure that great care is taken with children's safety when in her vehicle or when walking to different venues. She ensures that each child's personal details form provides the necessary care information to enable her to meet their individual needs.

The childminder is enthusiastic about her work with children and has attended all the required childminding training to ensure the promotion of their health and welfare. She holds a Bachelor of Arts Degree in Early Childhood Studies and is a qualified teacher. She employs an assistant who holds a paediatric first aid qualification and has a good awareness of all policies and procedures to meet the individual needs of children. The childminder and her assistant remain proactive in attending additional training to further develop their knowledge of children's care, learning and play. Varied environments support children's learning and development well by giving them plenty of opportunities to gain confidence to explore the world. However, there is a limited range of play provision and books to challenge children's thinking and to help them to embrace differences in gender, language, cultural backgrounds and disabilities. The childminder effectively organises her daily routines to ensure that children receive plenty of encouragement and support in the different learning environments. Her established routines enable children to begin to look after themselves, for example when putting their personal possessions on named low-level pegs.

The childminder has a good understanding that some children may have special educational needs and/or disabilities, including recognising the strength of professional relationships in creating an approach to best meet their individual needs. Partnerships with other settings are developing well and contributing to children's achievements. The childminder sets herself key priorities and realistic targets for improvement, including becoming an accredited childminder and developing the outdoor play area for the benefit of children.

The childminder significantly recognises the importance of fully including parents in decisions integral to their children's well-being. There are good settling-in procedures and two-way diaries evidence how children have spent their day with the childminder. They also give parents the opportunity to record what their children have been doing at home. Parents can view their children's folders full of their work, photographs and observations showing and supporting their learning across all six areas. They have opportunities to comment about progress to ensure their active involvement in their children's learning journeys. Parents are involved in the self-evaluation process and all have responded very positively about the care and education their children receive, including comments, such as 'safe and loving environment, knowing they have the best care possible'.

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

Children have a great deal of fun in this learning environment, where they are able to explore and to use resources in many different ways to facilitate their play. They are, therefore, making good progress towards their early learning goals through their curiosity in these resources, encouraging them to learn new skills. The childminder regularly observes and assesses children's learning to ascertain information in order to plan activities that support individual children's current interests and stages of development. This ensures they make consistently good progress in all six areas of learning.

The enabling environment allows children to take decisions and to make choices about where they play in the home. They have a worthwhile range of appropriate toys on the floor or in easily accessible labelled boxes, including a train to push along a track to develop problem-solving skills. They have regular opportunities to develop positive and caring attitudes towards others, for example, through taking turns when playing with specific vehicles. Children's language and communication skills are developing well because the childminder continually talks to them about what they are doing to enable them to link words to actions. The childminder provides many activities to help children to understand simple sentences. She recognises young children's competence and appreciates their efforts with plenty of praise when they show understanding of new words and phrases. The playroom is rich in numbers, words, books and pictures to take in consideration children's differing interests and understanding. Children lift the flaps in their favourite books through clearly understanding that something is hidden from their view. They get excited when they find the 'snake' which enables the childminder to begin to develop their phonic knowledge by saying the letter sound to them.

Children thoroughly enjoy listening to nursery rhyme music. They bring together hand and eye movements when exploring the movements and sounds as they explore playing musical instruments. Some children randomly say some counting words, which have been developed through their enjoyment of action rhymes and songs. Children have many worthwhile opportunities to develop their problem-solving skills through the provision of puzzles with large pieces to successfully fit shapes into spaces.

Children have lots of opportunities to learn about their local community and the wider world through going on outings to the library, parks, beach and other places of interest. The childminder actively encourages children's independence skills by allowing them time to do things for themselves, including looking for their shoes before going outside. They learn how to keep themselves safe by taking part in regular fire drills and older children know that they must always be kerbside when holding onto the buggy when out walking. They behave well because of the childminder's consistent boundaries for behaviour within her home and on outings. The childminder helps children to enjoy their food and to appreciate healthier choices by combining favourites with new tastes and textures. She reads stories and provides many activities to help them to feel different food textures. She helps them to find out about how to care for living things through growing different herbs and vegetables. Play provision incorporates technology to enable children to explore things with interest and sometimes to press parts to achieve sound and movement. Consequently, children are being provided with good opportunities to develop the necessary skills for their future.

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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