

Inspection report for early years provision

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Inspection date	16/07/2012
Inspector	Ann Cozzi
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 2010. She lives with her husband, their six year-old child and her parents in Loughton, Essex. The ground floor of the house is used for childminding and there is access to a fully enclosed garden for outdoor play. There is a hot tub and fish pond in the garden, both of which are covered. The family keeps tropical fish and has a cat, rabbit and three guinea pigs. The childminder does not drive but children can be transported in her father's car under her supervision.

The childminder is registered to care for a maximum of five children at any one time; of these, no more than three may be in the early years age range. She is currently minding two children in this age group and she also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a good understanding of children's needs and how they learn through play. Overall her observations are used well to support children's learning. As a result children progress well, given their age, ability and starting points. Children are safe and secure, and have lots of chances to learn about the local area and the wider world around them. Partnerships with parents are meaningful and in the main ensure that the needs of all children are met, along with any additional support needs. Most documentation is maintained to a high standard and underpins her good practice. The childminder undertakes reflective practice through self-evaluation, identifying priorities for improvement to ensure that her service remains flexible and responsive to all users' needs.

What steps need to be taken to improve provision further?

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

- review the written risk assessments to ensure that they cover anything with which a child may come into contact
- develop further partnership working with parents, by sharing information and involving them in their child's continuous learning and development
- develop further the use of observations and assessments to ensure that they consistently inform planning across all areas of learning as children progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a clear understanding of safeguarding issues, including how to make a referral should she have concerns about a child in her care. She has developed a range of safeguarding systems which are implemented in daily practice. These include a wide range of written policies and procedures which support the safe and smooth running of the provision. The childminder has implemented good safety measures, demonstrating her clear understanding of how to minimise risks to children. As a result the environment is safe, secure and well cared for. However, while children's safety is not compromised, there is a minor weakness in ensuring that written risk assessments accurately reflect all safety measures in place, for example, how children are prevented from accessing out of bounds areas. All other required documentation is in place and well maintained. The childminder has undertaken a relevant paediatric first aid qualification, which ensures that she is able to care for children in the event of an emergency.

There is a good range of resources and activities available to children. The thoughtful organisation of the childminder's home effectively supports the developing independence of each child. The childminder strives to ensure that her setting remains sustainable; for example, she recycles household waste for use in craft activities and as bedding for pets. Children have regular opportunities to spend time in the local community and at groups, enabling them to gain experiences of socialising with others. The childminder demonstrates a positive attitude in relation to gender, race and disability and as a result, offers an inclusive service.

The childminder has developed good relationships with parents, sharing information about their child's well-being on a daily basis. She keeps records which include photographs and written observations of children as they play and learn. However, there is a minor weakness in consistently sharing information linked to children's individual progress towards the early learning goals in order to keep parents fully informed. Although there are currently no children attending other settings, the childminder demonstrates a sound understanding of the importance of developing partnerships with other providers of care and education.

The childminder reflects on the service she provides; for example, she has identified the value of flexible working arrangements and further training such as food hygiene. She promotes open communication with parents and others, seeking their opinions with regard to the service she provides. This ensures that she gains a good understanding of her strengths and areas for future improvement.

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

The childminder uses a wide range of teaching methods to promote children's participation, for example, intonation, facial gestures and audio clues. While there are good systems in place to observe and assess children's progress, at times

information gathered is not cross-referenced with planning to ensure it is consistently secure. However, children are supported well overall and as a result they make good progress towards the early learning goals.

Children enjoy sharing stories with the childminder and peers about their home life. This shows that they are beginning to understand the protocols of conversation. They learn about taking turns in speaking and listening as they enthusiastically discuss events that have occurred at home. Children have fun taking part in creative play. They use their imagination as they make colourful medals and when creating three-dimensional models out of dough. They develop their knowledge and understanding of the world as they learn about and prepare for their own Olympic games later in the week.

Children are well-behaved; for example, they show concern for each other and demonstrate good manners, saying 'please' and 'thank you' during activities. They clearly express their own needs when they want to use the toilet or clean their hands after messy play. Children show increasing control as they draw free hand or carefully follow the shape of a circle with a felt pen. They bring meaning to their creations as they explain to the childminder which members of their family they are drawing. Children clearly take pride in their achievements, smiling happily and enjoying the praise they receive from the childminder.

The childminder provides a balanced range of foods for children. She supports their understanding about where foods come from and how to care for living things through activities, such as growing vegetables in the garden. Children enjoy vigorous physical play outdoors which they are able to access on a daily basis, weather permitting. They are clearly developing their understanding about staying safe as they remind others to be careful as they crawl under a table to retrieve the lid of a glue stick.

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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