

Inspection report for early years provision

Unique reference number	404178
Inspection date	18/07/2012
Inspector	Jo Rowley

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2000. She lives with her husband and two adult children in Orsett, Essex. All of the ground floor of the childminder's home is used for childminding purposes and there is an enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools. The family has a pet dog.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently caring for two children, of whom one is in the early years age range. Children may attend on a full and part-time basis and the childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and welcoming environment. She takes appropriate steps to promote children's welfare through established daily routines and has a clear understanding of safeguarding procedures. The childminder promotes an inclusive environment by welcoming each child equally. Overall, children make reasonable progress towards the early learning goals and the childminder provides suitable levels of support. Links with parents help to build positive relationships, which promotes consistency. The childminder has taken some steps to monitor and evaluate her setting, through self-evaluation; however, she is not fully aware of her strengths and areas for improvement in order to make changes which promote outcomes for children.

What steps need to be taken to improve provision further?

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

- improve planning in all areas to include a balance of adult-directed and child-initiated play that will better promote learning and purposeful play; incorporate children's next steps into the planning to ensure that activities are tailored to the needs and abilities of individual children
- develop further the system of self-evaluation to better identify strengths and weaknesses and include the views of parents and children in order to maintain continuous improvement.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding procedures in order to protect children in her care. She has devised written policies and procedures, which are shared with parents, and she is aware of her role and responsibility with reference to reporting concerns. The childminder has devised written risk assessments that are completed and effective in minimising risks and promoting children's safety in the home. To further promote children's safety outside of the home a risk assessment is completed for each type of outing. The childminder also carries documentation with her when out of the home stating that the children are minded children, along with emergency contact details. Children learn about staying safe as the childminder has devised an emergency evacuation procedure which they take part in on a regular basis.

The childminder demonstrates a sound knowledge of the Statutory Framework for the Early Years Foundation Stage and has completed additional training to extend her understanding. She has a friendly, professional relationship with parents and encourages them to share what they know about their children with daily communication encouraged through discussion. The childminder knows the importance of building links with other settings and she demonstrates an awareness for how this promotes consistency in children's learning and development.

All children are equally welcomed into the childminder's setting regardless of their background. A written equal opportunities policy is shared with parents, to ensure that no child is discriminated against, promoting inclusion. The childminder has some understanding of cultural differences to support children's awareness of the wider community and their understanding of this is promoted through the activities and resources offered. Children use toys which are age and stage appropriate and are encouraged to make independent choices about their play because they can access resources, which are stored at their height. Children make some progress in most areas of learning because they have access to an environment where they are encouraged to initiate their own play. However, the childminder takes limited steps to self-evaluate her practice in order to identify where improvements can be made and outcomes for children promoted better.

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

Children are settled and enjoy their time with the childminder. They make satisfactory progress in their learning because the childminder is supportive to their general needs. Children are also naturally challenged in their play as the childminder encourages them to try and do things for themselves. For example, while children count and group farm animal toys she extends their learning by encouraging them to count further with support and offer praise for their achievements. Children are listened to as they request the childminder's help with activities and smile happily as she joins them in their play. However, although the

childminder completes some observations for children in the early years age group she does not fully plan activities across the six areas of learning to ensure that they receive an equal balance of adult-led and child-initiated activities. As a result of the limited planning, children's next steps are not fully incorporated and therefore activities are not always effectively tailored to the learning and development of individual children.

Children's behaviour demonstrates that they feel safe and they are encouraged to be kind to each other and share resources with turn-taking activities promoted. The childminder uses regular, though gentle reminders to promote children's safety. For example, she reminds them how important it is not to run in the home in case they slip and hurt themselves. Children have an appropriate awareness of personal hygiene through established daily routines. For example, they are aware of the importance of washing their hands before mealtimes. Children generally learn about healthy eating as the childminder offers freshly prepared fruit snacks and balanced meals on a daily basis, unless parents are providing food, in which case this is stored and served appropriately.

Children develop their creative and imaginative skills through regular opportunities at the groups they attend as well as during activities in the childminder's home. For example, children enjoy making dens and tents and sit underneath these with the childminder as they play with some small world resources. Children's physical development is promoted as they enjoy dancing and music. Children also have regular opportunities to be outside, attend local groups and walk to the local parks where they can explore various pieces of static equipment. Children enjoy looking at books with the childminder and sometimes take the role of the storyteller by reading stories to the childminder. Children enjoy sitting with the childminder as they recollect things that they see in the books. For example, the childminder and children talk about a time they visited the zoo and the animals that they saw. The childminder picks up on children's interests and extends this conversation into an activity where children look at the small world animal figures and match these to the ones that they remember. Children also have regular and independent opportunities to access books for their own enjoyment as these are available for them to self-select.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met