

Inspection report for early years provision

Unique reference number	149126
Inspection date	16/11/2009
Inspector	Lisa Paisley
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2001. She lives with her family in a house in a residential area of Westcliff-on-Sea, Essex. All areas of the ground floor are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these, not more than three may be in the early years age range. When working with another childminder, registration is for a maximum of six children at any one time, these may all be in the early years age range. The childminder is currently minding one child in the early years age range. The childminder also offers care to children aged over five years to 11 years. She walks to local schools to take and collect children and the childminder takes children on regular outings to the local parks and library. The family has a dog and a tortoise as pets.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage (EYFS) are making good progress in all areas of their development as the childminder has a very good understanding of their individual needs; interests and capabilities. The provision for safeguarding children; engaging with parents, ensuring children feel safe and the promotion of healthy lifestyles is outstanding as the childminder takes extensive action to promote and support children's overall welfare and development. The childminder demonstrates a commitment to continuous improvement and reflects this in practice to ensure priorities for development are accurately identified to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- review and develop further planning and assessment arrangements to include initial assessments on new children attending the provision.

The effectiveness of leadership and management of the early years provision

The childminder organises her daily routine effectively and ensures that children receive plenty of attention and support and individual time and attention is given

to younger children to ensure that they are fully supported within the home. Comprehensive and very detailed records; policies and procedures are in place, for the efficient and safe management of the childminding. There are extensive and robust policies and procedures to fully safeguard children. The childminder has a very good understanding of her responsibilities for protecting children from harm or abuse and knows how she must act if she has concerns about their welfare. The childminder has attended appropriate safeguarding training to further enhance her skills and knowledge. Risk assessments are comprehensive and are reviewed regularly to ensure that any potential risks to children are consistently minimised. High standards of cleanliness and effective safety measures are maintained throughout the play environment. Thorough risk assessments are undertaken regarding any outings and the childminder carries emergency contact details and has clear contingency arrangements in place.

The childminder has a positive attitude towards the further development of her childminding service and the children benefit from the childminder's commitment to extending her knowledge and seeking advice, for example, the local development worker. Self-evaluation systems have been developed to ensure that outcomes for children continuously improve. There is a designated playroom which has been effectively organised to provide children with a good range of play experiences; promote child-initiated play and foster choice and independence. The home environment is fully inclusive as the childminder will make adaptations to resources and physical environment if required. There are a good selection of play activities and equipment that reflect diversity and celebrations and events are planned by the childminder, for example, American Independence Day, Chinese New Year and Christmas.

The childminder establishes outstanding working relationships with all the parents. Excellent and extensive quality information is exchanged on a daily basis and there are detailed and comprehensive written contracts and consent agreements in place, regarding individual care needs. Parents have read the good range of policies and procedures. The very effective use of notices and posters continue to keep parents informed and updated. Complimentary verbal comments include, the childminder providing individual time and attention for their child; children being valued as individuals, working extensively with the parent in meeting the children's needs and that all policies and procedures are shared with the parents. The childminder has a clear commitment to working with others to promote continuity in children's care, learning and development.

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

Children are happy, settled and secure as the childminder effectively forms good relationships with the children and successfully creates an environment that values all individual children's needs and interests. Young children settle quickly as the childminder provides individual attention, capturing children's attention and successfully sustaining their interest. Children are given lots of opportunity to develop their language and communication skills as the childminder uses a range of descriptive language, open ended questioning and repeats key words. Children

are developing a love of books and they enjoy simple nursery rhymes, they particularly enjoy action songs such as, 'Wheels on the bus' enabling children to move their bodies to music. Regular trips are made to the local park, library and shops, helping children to learn about the world around them. Special outings/events further a field are also arranged, for example, train rides to London Zoo. The childminder is knowledgeable about each child's abilities and what they enjoy doing. She skilfully anticipates and negotiates any behaviour issues and there are clear house rules to follow. Consequently, children show respect towards each other and care about the learning environment.

The children take part in a variety of interesting planned activities and spontaneous events that successfully support all areas of learning, both indoors and outside. Children have daily opportunities to learn about early mathematical concepts, this includes counting activities, sorting, comparing and matching games. The childminder understands that children have different learning styles and some need to take risks or solve problems for themselves, particularly in their physical development. The childminder has developed planning, observation and assessment arrangements and uses these effectively. However, initial assessments are not included to ensure that these are purposeful and fully support children to make as much progress as they can. Older children attending the setting are given full support in completing homework set and they act as positive role models to the younger children.

Children's ability to feel safe and develop healthy lifestyles is extensively developed as the childminder is extremely vigilant and robust in her approach to supporting their overall welfare. Children learn about road safety through walking to and from school, they know about stranger danger and not to approach dogs that they see. There are very clear and fair house rules to ensure that children know about managing themselves appropriately, with consideration and they show care and concern for others. Children know to wash their hands when needed; nappy changing procedures are safe and take place in comfortable surroundings away from any play and food preparation areas. The provision of healthy meals and snacks is excellent as children have freshly prepared food, and they know to eat fruit on a daily basis. Mealtimes are a sociable time, where lots of conversation takes place and information is shared, good manners and politeness is encouraged and all children are fully included.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1
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	1

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	1
The extent to which children adopt healthy lifestyles	1
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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