

Inspection report for early years provision

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Inspection date	28/03/2012
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 2001. She lives with her husband, one adult child and two children, aged 14 and eight years, in Shoeburyness, Essex. The whole of the ground floor of the premises is used for childminding and there is an enclosed garden for outside play. The childminder walks to local schools and pre-schools to take and collect children. She takes children to the library, park, beach and toddler groups, in addition to educational facilities during school holidays. The family have two cats, two rabbits, two bearded dragons and a leopard gecko as pets.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for six children under eight years. She is currently minding six children on a part-time basis, four of whom are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The experienced childminder has a good understanding of the learning and development requirements within the Early Years Foundation Stage. She supports children well to thrive as individuals by recognising the uniqueness of each child, while developing an inclusive environment. Partnerships with parents and with other settings ensure that children are making good progress in their learning and development. The childminder maintains the required records to ensure that she is meeting the needs of all children. She recognises the importance of self-evaluation to effectively identify the areas for development to ensure continuous improvements for the benefit of children.

What steps need to be taken to improve provision further?

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

- analyse systems of observations and assessments to further identify learning priorities to ensure the planning of relevant and motivating learning experiences for each child
- develop further positive images and activities to challenge children's thinking to help them to embrace the differences of persons with disabilities.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through the childminder's good knowledge of her safeguarding role. She has a wide range of policies and procedures to safeguard children and is confident in her ability to act promptly and appropriately should she have any welfare concerns. The suitability checks for the childminder and her

husband were deemed to be suitable by the local authority prior to October 2005. She has a good understanding of the need to complete relevant forms when family members reach 16 years of age to enable Ofsted to check their suitability. Good systems are in place to verify the identity of any visitors and the childminder carefully monitors them to ensure that minded children are never left unattended with unvetted individuals. Children are protected from harm through detailed risk assessments identifying potential dangers inside her home, garden and on outings. If she identifies areas requiring attention, she notes and monitors this to ensure the undertaking of the required remedial action. Children do not presently use the garden following such a safety check, but alternative arrangements for outdoor play have been made through taking children to the park. High priority is given to written risk assessments of all outings to ensure that she is protecting children's safety and welfare, by taking a mobile phone and all essential records and equipment out with her. She ensures that each child's personal details form and written parental consents provide the necessary care information to enable her to meet individual children's needs. She holds a current paediatric first aid certificate and has undertaken training for anaphylaxis shock to further safeguard children if they should have such dangerous allergic reactions.

The childminder effectively organises her daily routines to ensure that children receive plenty of encouragement and support. The childminder takes appropriate steps to ensure that the resources and environment are sustainable, for example, by rotating play provision. In addition, she regularly uses local environments to further enhance children's learning and development by giving them plenty of opportunities to gain confidence by exploring the area, for example, when buying their fruit snacks. The childminder is enthusiastic about her work with children and, since the last inspection, her achievements have been well targeted to enhance her knowledge of children's learning and development. She has gained a recognised early years level 3 qualification and further experience in a day care setting through being employed to care for a child with special educational needs and/or disabilities. She has reviewed all the policies and procedures to ensure the updating of the requested information from parents at the time of admission. Her future plans are well targeted to become an accredited childminder and to further develop the garden as an extension of the indoor learning environment. This will enable the childminder to provide both indoor and outdoor play opportunities while supporting children's different interests within her home.

The childminder's awareness of equality and diversity underpins her everyday practices. She is committed to ensuring that children learn to value themselves and respect differences in others to enable them to grow up to be very respectful of different cultures. She recognises the strength of professional relationships in creating an approach to best meet the needs of individual children. Children celebrate different festivals, while having access to a good range of resources and books which challenge cultural, racial, social and gender stereotypes. However, there are limited positive images and activities to challenge children's thinking and to help them to embrace the differences in people with disabilities.

With parents' agreement, the childminder consistently communicates with other settings that children attend, for example, pre-school staff, to support individual children's achievements and well-being. This includes completing a three-way

communication diary, which provides children with continuity and progression through all parties sharing relevant information. The childminder significantly recognises the importance of fully including parents in decisions integral to their children's well-being. There are well organised settling-in procedures, including parents completing a child's 'passport' to enable the childminder to be aware of the child's starting points. She speaks to parents at any time and a two-way diary informs all parties how children have spent their day with the childminder and what they have been doing at home. Parents acknowledge that they understand the policies and procedures supporting the childminder's good, organised care practices. They have recently completed questionnaires confirming that 'the routines and activities are perfect' and that children 'seem to learn a lot whilst having fun'.

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

Children thoroughly enjoy their time with the childminder while developing and achieving well in all six areas of learning. Their welfare and learning needs are met by a childminder who understands and adapts activities to meet their individual needs. She effectively identifies gaps in their learning through observations of their progress and achievements. She assesses each child and maintains their individual profiles containing observations linked to the six areas of learning. This enables her to record their learning journeys and highlight their stages of development.

The childminder's warm and friendly interaction ensures that children feel at ease and comfortable in her home. She offers children encouragement, reassurance and plenty of cuddles when playing. She ensures that they know that she really values their efforts through praise and stickers to build their self-esteem. Children make choices about the resources with which to play, while engaging all their senses, such as repeatedly investigating and working out that one action affects others when pressing buttons to start a favourite tune. The childminder uses relaxed opportunities for children to develop spoken language through allowing time to repeat words when reading books with repetitive phrases. She encourages young children to make marks with thick crayons or paints and talks to them about different colours. They thoroughly enjoy squeezing shaving foam and making marks with toy vehicles. Children are developing an awareness of number names through the childminder singing action rhymes and songs to them. She actively supports children to develop a good understanding of the effects on the environment of everyday living, including children washing out plastic containers before placing them in the appropriate recycling container. Children show great curiosity and interest in the features of objects and living things, including enjoying watching their childminder using tweezers to feed live locusts to bearded dragons.

Young children are confident in exploring their surroundings and enjoy finding out what they can do, for example, when opening and closing doors while playing with small world toys. They indicate their needs through gestures and the childminder recognises their signs of tiredness and acts on this knowledge to plan appropriate daily periods of rest and quiet activities. Children stay healthy through the childminder following good hygiene procedures. For example, encouraging children

to wash their hands after having their nappy changed and to brush their teeth. They benefit from a healthy and varied diet provided by the childminder and they can freely help themselves to their containers of drink when thirsty to avoid dehydration. Children go on walks daily and they have the opportunity to run in the park, when the childminder talks to them about what is happening to their bodies when out of breath. The childminder shows a commitment to managing children's behaviour in a consistent way to promote their welfare. Consequently, children are very settled and content, while being encouraged to develop the skills they will need 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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