

Inspection report for early years provision

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Inspection date	07/12/2009
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 1993. She lives with her family in a house in the residential area of Basildon, Essex. The whole of the ground floor area is used for childminding. The outdoor garden is currently not in use, although children go to the park on a regular basis.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She drives 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 two cats and a chinchilla 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 good experience and understanding of early childhood development, meeting children's individual needs and fully supporting their welfare. Good relationships are established with the parents to ensure that they are fully informed and promote good continuity of care. Self-evaluation systems have been developed, although they are not yet meaningful to ensure continuous improvement is sustained.

What steps need to be taken to improve provision further?

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

- develop further planning and observation arrangements to further support children's individual needs, play and learning
- review and revise self-evaluation systems to ensure that they are meaningful to the setting and continuous improvement is sustained.

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. All the essential documents to support the efficient and safe management of the childminding service are in place. There are sound policies and procedures to safeguard children, and the childminder has a

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. Since the last inspection the childminder has moved home and she has ensured that risk assessments now accurately relate to the new premises, this also includes the garden. Good standards of cleanliness and effective safety measures are maintained throughout the play environment. The childminder is vigilant about the security of the children and monitors visitors to the premises. Risk assessment is undertaken regarding any outings, as the childminder carries emergency contact details and she talks to children about road safety.

The childminder has a positive attitude towards the further development of her childminding service, as she seeks advice from her development worker and plans to attend further training such as, safeguarding children. Good-quality, stimulating resources are sourced and effectively deployed to allow children to choose with safety and to foster choice and independence. The childminder ensures that the home is inclusive as she obtains all information in relation to children's individual needs; resources and equipment are adapted when needed, activities incorporate diversity and cultural events are celebrated with the children.

The childminder establishes effective relationships with parents. Information is exchanged on a daily basis and there are very clearly written contracts and consent agreements regarding individual care needs. Parents have read the policies and procedures and good quality information both verbal and written is exchanged on a daily basis to further support children's individual needs. Many complementary written comments were viewed, and both parents and children express their satisfaction by commending the childminder by providing a safe environment where children are happy and secure, supporting their confidence. Children's comments include the childminder being a kind and generous person and being very understanding when there is a problem. Systems are in place to ensure that the childminder obtains and shares information in relation to children attending either an early years provision or requiring additional support.

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

Children relate well to the childminder as they are very happy, secure and confident in her care. They receive good one to one attention and support, as the childminder focuses her time on the children's needs and responding to their play to further consolidate and extend children's learning. Children are developing a love of books, they particularly enjoy looking at the picture books identifying objects, for example, tractors and trains. Regular trips are made to the local library to encourage further the children's love of books and stories and extend their language skills. 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. A suitable variety of toys and books that show positive images of diversity are in constant use and this increases children's familiarity with different cultures and traditions.

Children are confident talkers as they use a good range of vocabulary to express their thoughts and feelings, for example, children enjoy looking at photographs of themselves involved in a variety of activities. They are confident in their counting skills as young children count up to 10 and beyond and number work is consistently part of daily routines. The children take part in a variety of interesting planned activities or spontaneous events that broadly support all areas of learning, both indoors and outside. Independence skills are well supported, for example, they are able to self-select activities. Stimulating outings are organised in the vicinity and the wider area to develop children's knowledge and understanding of the world, for example, feeding the ducks and watching the trains. Planning and observation arrangements have been tentatively devised, however, the arrangements require ongoing development to further support children's individual needs, play and learning.

Children develop a safe and healthy lifestyle through their daily routines. Emergency evacuation procedures are practised and a safety talk on outings is included as part of the risk assessment. The childminder has attended first aid training and therefore knows what to do in the event of an accident or when a child is unwell. The childminder is knowledgeable about individual children's dietary and medical needs as she gathers all the required information before the child starts at the setting. Therefore children's health and well-being is fully supported.

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	2
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	2

The quality of the provision in the Early Years Foundation Stage

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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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