

Inspection report for early years provision

Unique reference number	202462
Inspection date	25/08/2011
Inspector	Mrs Jenny Howell
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 has been registered since 1992. She lives with her adult daughter and her partner. They live in the residential area of Mile End, Colchester. All areas of the home are registered for childcare and there is a fully enclosed garden available for outdoor play. They live close to local facilities such as shops, parks and schools. The childminder has a pet rabbit.

The childminder is registered on the Early Years Register to provide care for a maximum of three children in this age range at any one time. She is currently caring for four children in this age range. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register. She is currently caring for five children aged between five and eight years and an additional two children over eight years. The childminder provides full-time and part-time care as well as offering out of school care.

The childminder is a member of the local childminding network and is accredited to accept funding for early education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment, which has been organised with regard to young children's needs and interests. This supports children in becoming fully engaged in play and learning and resources are wide and varied in most areas. As a result, children make good progress towards the early learning goals. The childminder works closely with parents, and generally well with other professionals in order to identify and meet children's varying needs. A system of self-evaluation is in place to support continuous improvement. On-going professional development supports the childminder in providing good quality care and education.

What steps need to be taken to improve provision further?

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

- develop further the regular two-way flow of information between providers, when children also attend other settings
- provide further activities, books, images, and resources that show a range of languages, dress, customs and cultures.

The effectiveness of leadership and management of the early years provision

Thorough steps are taken to monitor and assess safety, including detailed risk assessments of the premises and for each type of outing. Safety equipment, such

as smoke detectors are checked regularly and children practise a fire evacuation routine. The childminder is effective in safeguarding children. All relevant documents are in place and are successfully implemented in order to support the childminder in keeping children safe. The childminder has a good understanding of child protection procedures and keeps this up-to-date through additional training. Current training in first aid is in place, allowing the childminder to act quickly in the event of an accident or emergency.

The childminder has a system of self-evaluation in place. This effectively supports her in reflecting upon what she is doing well, and in identifying areas for development in order to support continuous improvement. The childminder continues to improve and develop her skills, through regular training. Since her last inspection she has completed a diploma in home-based childcare. She has also successfully undergone the accreditation process which assesses her suitability to accept funding for early education.

The childminder provides children with a welcoming and interesting environment. She makes good use of the available space to provide children with a large playroom and free access to the garden. The childminder manages and stores resources well to ensure that all children have easy access to stimulating activities which meet their ever-changing interests. Transparent storage boxes are used so that children can see what is available, choosing the activity which meets their interests and needs. The childminder makes good use of the local environment, such as nearby parks, the zoo, library and woods, to support learning. As a result she is able to support children in making good progress towards the early learning goals.

All children are cared for in line with their individual needs. In order to achieve this the childminder works closely with parents. She promotes an acceptance and understanding of difference and diversity by supporting children in bringing their home cultures in to share with other children. The childminder has previously established links with other providers of the Early Years Foundation Stage. However, these are not currently fully developed in order to support a thorough exchange of relevant information when children attend other settings.

The childminder establishes a regular exchange of information with parents. She completes a daily diary for younger children and is always available to talk to parents. Learning journals are sent home to keep parents up-to-date with the progress their children are making. All relevant parental permissions are obtained, ensuring that the childminder can care for children in line with parents' wishes.

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

The childminder is effective in supporting learning and development. She provides a wide range of stimulating and age-appropriate toys and resources, which even young children are able to access independently. Effective use of praise and encouragement helps children to enjoy learning and to take pride in their achievements. Children are supported in developing their ideas and understanding

through good use of questions and discussion. The childminder keeps a log of each child's learning journey. This includes observations of what children can do and have done, illustrated with photographs and samples of work. The childminder is able to use this, in combination with the Practice Guidance for the Early Years Foundation Stage to identify which stage of development children have reached in each area of learning. As a result, the childminder is able to plan and direct children towards activities which are tailored to their individual learning and development needs.

Children are enthusiastic and engaged in their play. They are supported in choosing the activities which are of interest to them. Imaginative use of resources, such as water spray bottles filled with paint, ensure that children are active and creative learners. Resources and activities cover all areas of learning. For example, children develop their spatial awareness through puzzles and construction materials. They explore what happens if as they play with gloop and access a range of cause and effect toys. Young babies learn to recognise facial features as they look at mirrors while card and board games help older children to learn about taking turns.

Children behave very well. They follow the simple house rules which are in place and respond well to reminders from the childminder. Children treat each other with respect and older children have a caring relationship with babies and toddlers. They also take on responsibilities, for example, as they get the table ready for mealtimes. Children learn about how to keep themselves safe. They discuss what to do should they become lost and practise how to cross the road safely. Children demonstrate that they feel secure and relaxed with the childminder, chatting to her freely or enjoying a cuddle as they wake up.

Children learn about simple health and hygiene routines. Older children remember to wash their hands after using the toilet and all children are supported in cleaning their hands before eating. Good opportunities are provided for children to exercise and develop their physical skills. Children regularly go on walks around the local area or visit parks to practise skills such as climbing, balancing and swinging. Children have free access to drinking water at all times. The childminder supports parents in providing children with healthy snacks and meals and ensures that they are able to eat at times which suit their own routines. Children are able to rest, relax and sleep according to their own needs. Babies are checked frequently as they sleep.

Children learn about difference and diversity as they explore some festivals and access books which reflect life around the world. However, opportunities for children to learn about life, cultures and traditions around the world are not fully developed. Children have good opportunities to develop skills in technology, they have time-limited access to the computer to develop their skills, they play educational games and learn to share. Children access books freely and learn that print carries meaning. Children make sense of the world around them as they act out real-life situations such as visiting the doctors and caring for dolls.

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

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

Met