

Inspection report for early years provision

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Inspection date	20/10/2011
Inspector	Ann Cozzi
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 1998. She lives with her husband and two adult children in Loughton, Essex. The whole of the premises are used for childminding and there is a fully enclosed garden for outside play.

The childminder 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. She is currently minding two children in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family has pet fish.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A good understanding of each child's needs ensures the childminder is able to effectively promote their welfare and learning. Children in this setting are generally safe and secure and have lots of opportunities to learn about the local area and the wider world. Partnerships with parents are successful in making sure that the needs of all children are met, along with any additional support needs. Partnerships with other providers of care and education are good. Children make good progress in relation to their age, ability and starting points. Regular self-evaluation is undertaken and ensures that any areas for improvement are identified and acted upon, resulting in a provision which is responsive to all user needs.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare)(Also applies to both parts of the Childcare Register).

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

- ensure that the risk assessment covers anything with which a child may come into contact.

The effectiveness of leadership and management of the early years provision

The childminder has undertaken relevant training which ensures that her understanding with regard to safeguarding children remains current. This means that she knows what procedures to follow should she suspect that a child in her care may be at risk. There are effective systems in place to record children's and visitors' hours of attendance. This ensures that the childminder is able to safely account for all children and adults in her setting at any time. Written risk assessments are in place although they are not wholly effective. This is because the childminder has omitted to include all areas accessible to children, for example, large play equipment in the garden and how children are prevented from accessing hot radiators. There are a broad range of policies and procedures in place which promote the safe day-to-day running of the service. Most required documentation is in place and well maintained. However, whilst the childminder seeks prior verbal consent from parents for the administration of medication, she does not obtain this in writing. This is a breach of a requirement of the Statutory Framework for the Early Years Foundation Stage. The childminder is able to provide appropriate care to children in the event of an accident, because she has undertaken paediatric first aid and has an up-to-date qualification in place.

The childminder organises her home and resources in a way which effectively supports children's developing independent skills, enabling even very young children to make independent choices and decisions about their play and learning. The childminder's approach to planning is flexible which ensures that it responds to the ever changing needs of the children in her care. Children are confident in this homely environment where their care and education is promoted in an appropriately inclusive manner. The childminder actively promotes diversity, helping to support children's developing awareness of others and the world around them. There is no bias in her practice in relation to gender, race or disability.

Partnership with parents and carers are given high priority by the childminder who makes sure that appropriate time is given to share information relating to each child through daily discussions and written and photographic evidence of their progress. Parents report that they are extremely pleased with the level of care that their child has received and the activities and experiences their child has been involved in. They feel that the environment created by the childminder has helped their child in the development of social and communication skills. Parents also express their extreme satisfaction with the level of care provided and state that the childminder has been a constant source of support and that they would defiantly recommend her to others. Partnerships with other providers of care and education children attend are good, ensuring that all parties work together in the best interests of the child. Through her daily practice the childminder strives to promote an inclusive environment.

The childminder regularly reflects on her practice through discussion with parents and sharing good practice with other local childminders and her local authority development officer. She uses the information gained to identify priorities for

development that will lead to the continuous improvement of her provision. The childminder strives to ensure her service is sustainable.

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

Children are confident, secure and happy in this warm and welcoming environment. The childminder uses a wide range of teaching methods and demonstrates a good understanding of the Early Years Foundation Stage. Children are supported well to make good progress towards the six early learning goals. There are effective systems in place to observe, assess and plan a wide range of interesting and stimulating learning opportunities which meet each child's individual needs.

Children demonstrate that they are active learners as they show lots of interest in their environment, moving around freely, exploring and investigating. They access toys and resources independently, demonstrating a growing understanding of the world around them as they take part in small world play using a wide range of toy vehicles. They use language to imagine and recreate roles and experiences as they push cars around mimicking the sound they make. Children demonstrate that they are learning to classify as they organise and arrange the different vehicles with increasing intent, matching them as they line them up. They clearly demonstrate their enjoyment and pleasure when playing alone or alongside others. For example, laughing and giggling as they have fun playing with the childminder and a finger puppet theatre. They show an interest in Information Communication Technology as they access battery operated toys. For example, when accidentally setting off the siren and lights of a toy ambulance they problem solve as they work out successfully that if they press the amber light on the top of the vehicle the light flashes and the siren sounds. Children are able to concentrate for periods of time, consistently engaging in learning opportunities. They understand simple sentences and respond to simple instructions. For example, when the childminder suggests that they have their nappy changed they respond positively to this simple request, demonstrating that they are able to grasp meaning from context. Children are able to work independently or with others when accessing resources and socialising with others. They have fun as they engage in a game with the childminder, demonstrating that they can count and recognise numerals both in sequence and randomly up to 10. Children listen to and enjoy rhythmic patterns in rhymes and stories and repeat words or phrases from familiar stories.

Children learn about safety through established daily routines, for example, learning about road safety when they are out in the local community with the childminder. They demonstrate a sense of security in the care of the childminder as at times they seek her out to join in with their play. They are provided with plenty of praise and encouragement from her which they clearly enjoy. Children demonstrate a willingness to keep themselves and others safe through their good behaviour. They demonstrate a growing awareness about good hygiene habits and learn about healthy eating through the balanced range of foods provided. They take part in a wide range of physical activities, both indoors and out, increasing

their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare). 03/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Safeguarding and promoting children's welfare). 03/11/2011