

Inspection report for early years provision

Unique reference number	203136
Inspection date	22/11/2011
Inspector	Hazel Meadows

Type of setting	Childminder
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E: enquiries@ofsted.gov.uk
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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 three of her children aged seven, 11 and 17 years in a house in Great Clacton, Essex. There is one step to access the premises and a downstairs cloakroom is available. The whole of the ground floor is registered for childminding activities but children predominantly play in a dedicated annexe playroom adjacent to the house. There is a fully enclosed garden for outside play. The family has a pet rabbit.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of five children under eight years of age at any one time, of whom no more than three may be in the early years age range. She is currently minding four children in the early years age range, all of whom attend on a part-time basis. She also offers care to children aged over five years.

The childminder's daughter, who is also a registered childminder, works as her assistant. When working with an assistant the childminder may care for five children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is a member of the National Childminding Association. She walks or drives children to and from local schools and pre-schools and she attends local childminding groups and toddler groups. She takes children to parks and play areas and to children's centre activities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are relaxed and happy in this welcoming and stimulating environment. They are offered a broad variety of play and learning experiences in the home and at local groups and are making good progress towards the early learning goals. The childminder establishes positive and trusting partnerships with parents and others. She has a basic method of monitoring children's progress through the Early Years Foundation Stage. Most required documentation and procedures are well kept to ensure children's welfare and safety. The childminder reflects on her practice to make improvements.

What steps need to be taken to improve provision further?

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

- improve the monitoring of children's progress through the Early Years Foundation Stage by reviewing the regularity of observations and identifying any next steps in a child's development, and use these to inform planning to effectively meet individual children's needs
- improve the accident and medication records to ensure each entry is sufficiently detailed, clear and confidential.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding issues and procedures and is clear of her responsibility to protect children. She has previously attended safeguarding training. The childminder, her husband and eldest resident child all have Criminal Records Bureau clearance. She has a written safeguarding policy and local safeguarding contact details to refer to if she has concerns about a child. Accident records are maintained, however, entries run consecutively and are not confidential. The childminder does not always record children's existing injuries. Basic records of medication administered are maintained. The childminder is attentive to child safety and has written clear risk assessments for her home, which are effective in practice. All appropriate fire equipment is in place and an evacuation procedure is on display, which has recently been practised.

The experienced childminder organises her home, time and resources well to support children and to meet their individual needs and routines. Children are offered a wealth of good quality toys and resources which are rotated to offer ongoing interest. The childminder knows each child well and values their individuality. She has a positive attitude to diversity, which is reflected in her policies and in some of the books and resources available.

The childminder develops positive and trusting partnerships with parents, and their comments are welcomed. Written comments from parents are very positive. They are very happy with care provided and state their children have settled well and have developed a bond with the childminder. She promotes frequent two-way communication with parents to ensure children's individual needs are met and to promote continuity of care. She has obtained written parental consents to ensure children are cared for according to their parents' wishes. The childminder maintains a verbal exchange of information with other settings the children attend to promote continuity of care. She supports children with school visits to promote smooth transitions into reception. The childminder recently completed an Essex County Council self-evaluation form and reflects on her practice to make some improvements as required.

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

Children are relaxed and at ease with the childminder, her family and her home. Appealing toys and resources are plentiful and well organised. Toys for babies and toddlers are readily accessible and older children can request toys which are on display. The broad range of toys and activities is supplemented with visits to local groups and children's centres, where children have opportunities to socialise with others and explore a different range of resources. The childminder also borrows additional resources from local toys libraries to offer variety. The childminder knows each of the children very well and is attentive to their needs. Children are comfortable with her and confidently chatter to her and share their ideas and

requests. Children learn positive behaviour through regular routines and clear explanations. For example, children are reminded to sit down while eating and know this helps prevent choking. They also know to help pack away some of the toys to make space for more. The childminder recognises the uniqueness of each child and tries to ensure all children are included and valued. Diversity is reflected in some books and toys and through recognising festivals and celebrations through the year.

The childminder has a sound understanding of the Early Years Foundation Stage learning and development requirements. Most of her observations of the children and planning are informal and intuitive. She maintains a photograph scrapbook for each child of the activities they do and is mostly aware of their capabilities. However, only one written observation is recorded for each child approximately once every three to four months, which does not offer a sufficiently ongoing overview of their progress towards the early learning goals. Planning is very general and covers outings, activities and places visited. It is not linked to regular observations to promote individual children's learning and development in each of the six areas of learning. Children begin to learn about the natural world and living things as they collect autumn leaves to make pictures and help to feed the pet rabbit. They enjoy growing cress from seed, which they are later able to sample. Children explore a range of media and have regular creative opportunities at the childminder's and at local toddler groups, such as painting, drawing and play dough. They concentrate for considerable periods with painting activities which engage them. Examples of their artwork adorn the playroom walls, helping children feel valued.

Children's communication skills are encouraged and supported well. They confidently talk freely with the childminder, who is attentive to their conversations and to toddlers' efforts of communication. A mini karaoke machine also encourages children to sing and talk. Children are developing an appreciation of books and a reasonable selection is available on some low-level shelving. They sometimes visit the mobile library, where they are able to make their own book selections. Children's imaginative play is well supported with role play activities and children delight in playing in the well-equipped home area. They busily care for the dolls and pour drinks with the toy kettle. Children have regular opportunities for fresh air and exercise, which promotes a healthy lifestyle. They regularly visit local parks and play areas and sometimes play in the garden. The childminder has a wealth of toys and resources to encourage an active lifestyle. Children use the trampoline with supervision and enjoy ride-on toys, prams, a play tunnel, and a see-saw. Children particularly enjoy rolling in a giant wheel which she borrows from the local children's centre. Outings are used by the childminder to help children learn about road safety.

Children are becoming familiar with good hygiene practices through reminders and regular routines, such as using hand gel or wet wipes before eating and after toileting. Children's parents provide a packed lunch, which is stored at a safe temperature. The childminder offers a nutritious variety of textures and tastes for children, such as, cheese, cucumber, grapes, raisins and bananas. Their independence and physical skills are promoted as they cut up their own banana. Drinks of milk or water are offered at regular intervals, ensuring children are well

hydrated. Children's routines are well maintained and promoted. For example, children are able to sleep and rest according to their individual needs.

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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