

Inspection report for early years provision

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Inspection date	08/03/2010
Inspector	Lynn Amelia Hartigan
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.

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Description of the childminding

The childminder has been registered since 2000. She lives with her husband and three children aged 16, seven and four years. They live in a house in Chelmsford, Essex. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play. Access to the childminders home is via a low step. The family has fish, cats and guinea pigs as pets.

The childminder is registered to care for four children at any one time and is currently minding four children. Three of the children are within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children's individual needs are promoted well as the childminder has good policies and procedures that underpin her practice enabling her to care for children in an inclusive environment. The childminder is able to demonstrate that information regarding the children's individual routines and development is available. Good observations of the children enable the childminder to effectively plan for the children's next steps in learning. The childminder continues to develop systems which enable her to identify areas for improvement and to raise standards. The childminder's commitment toward self-evaluation demonstrates a commitment to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings.

The effectiveness of leadership and management of the early years provision

The childminder effectively promotes the children's learning and welfare, as good opportunities for learning and fun activities are provided within the home. The childminder is familiar with and aware of the requirements of the Early Years Foundation Stage and is enthusiastic to complete training if possible, to support her knowledge. The childminder is confident and fully understands her responsibilities with regard to safeguarding children. Appropriate guidance and up-to-date legislation is at hand should there be any concerns regarding any child's well-being. The childminder is vigilant within the home to ensure the children's safety at all times and risk assessments are in place, with the exception of outings.

Visitors are introduced to the children to ensure they are familiar and comfortable in their company and satisfactory procedures are in place with regard to the children's safety on outings. For example, children have use of suitable equipment, such as buggies and are learning about keeping themselves safe as the childminder discusses road safety with them. The childminder now ensures that members of the household who require suitable checks have completed these, to ensure the children's safety is never compromised.

As a result of the childminders motivation to provide a good standard of care, children appear happy, secure and contented within the home. The childminder has developed a system to regularly evaluate her practices and values parents' contributions to assist her in the self-evaluation process. Good relationships with the parents ensure they are fully informed about every aspect of care offered to their children. The childminder is able to confidently discuss her process for self-evaluation and continually researches for new ideas and opportunities for the children.

The childminder utilises the space within her home both indoors and outdoors effectively creating a welcoming and child-friendly environment. The childminder manages her time effectively and provides children with good individual care and attention. Toys, equipment and resources are easily accessible within the lounge. Children are treated with equal concern within the childminder's home. For example, children's individual routines are discussed with the parents and their needs maintained, children able to use their comforters whenever they choose.

The childminder demonstrates a commitment to caring for children in an inclusive provision whereby every child is unique and speaks intuitively of the children in her care. Some good toys, posters, books and resources are available that reflect diversity. Children enjoy activities within themes and projects, such as Chinese New Year, whilst learning about the wider world.

The childminder is able to demonstrate how she encourages parents to share information about their child's developmental stages when they first start. The childminder has developed a good system of documenting the children's initial assessment with the parents, and their continuous development, clearly identifying the children's next steps. As a result of the childminder developing good partnerships with other professionals, children receive continuity of care and support regarding their learning and developmental needs.

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

Children are comfortable and happy in the company of the childminder. Their welfare, learning and developmental needs are met to a good standard. Children are supported by the childminder to enable them to develop and make progress in their individual development. Young children initiate their own play, selecting toys from a wide variety available to them. For example, enjoying the doctors medical set whilst pretending to be the doctor. They excitedly play with the transport toys and garage and have great fun with some excellent finger puppets that depict

diversity.

They happily complete hand prints in preparation for 'Mothers Day' gifts and enjoy short stories sitting on the childminders lap. They play well together and take turns in completing number floor puzzles. The childminder encourages them to think about the numbers in the puzzle and even young children are able to count to ten and identify the appropriate number.

The childminder has developed a good system to record the children's development using observations and photographs. Children's progress and achievements are documented within their own files. A selection of their art work is also kept and displayed around the home. They have their photograph on their coat pegs and this creates a real sense of belonging. Children gain independence and confidence as they initiate their own play and self-select resources.

It is evident that children feel and are safe within the childminder's care. They are reminded and are beginning to understand about keeping themselves safe. The childminder emphasises the importance of this when out walking, discussing road safety. A fire evacuation plan is displayed for the children and is available to the parents. Snacks and healthy meals that are nutritious are offered, and a weekly menu is displayed for parents. The childminder promotes and encourages the children to have 'five a day' fruit and vegetables within their diet. Children enjoy sitting at the table together eating bananas and grapes for their snack.

Effective use of praise and encouragement enables children's self-esteem to develop and children are confident and secure in their environment. Children are able to develop skills for the future as they have opportunities to access some technology, such as programmable toys and a computer. They look at books which portray the wider world and develop social skills when they attend toddler groups and meet with other children. Opportunities to learn about other people's cultures and differing needs are promoted well and good positive images and resources depicting differences are available to the children. They also take part in fund raising events such as a 'Teddy Bears Picnic' or 'Toddler Walk' and are pleased with their certificates and medals they receive for participating.

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	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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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