

Inspection report for early years provision

Unique reference number	506268
Inspection date	07/12/2009
Inspector	Moira Oliver
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 2000 and lives with her family in Witham. All areas of the property are registered, however, childminding mostly takes place on the ground floor. There is a fully enclosed garden for outside play. The setting can be easily accessed by one small step leading to the front door. The family has a dog, a cat and a tortoise as pets.

The childminder is registered to care for a maximum of four children at any one time and is currently minding three children, two of whom are in the early years age group. She also offers care to older children and is registered on the compulsory and voluntary parts of the Childcare Register.

The childminder takes and collects children from a local school and pre-school. They regularly attend toddler groups, the local Children's Centre and the zoo. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The quality care and education provided enables all children to progress very well through the Early Years Foundation Stage. They are happy and have fun in the stimulating, child friendly environment and they settle well. Children benefit because the childminder works closely with the parents and other settings and good relationships are built. She is dedicated to her role as a childminder and has begun to reflect on her practice to bring about further improvements, increasing her skills and knowledge through training.

What steps need to be taken to improve provision further?

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

- develop self-evaluation to involve others and clearly identify specific areas for future improvements in practice, and the impact these will have on outcomes for children
- develop observation and assessment to ensure it consistently informs the planning.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of her roles and responsibilities in safeguarding children from abuse or neglect. She has clear policies and procedures which are shared with parents and is confident to put them into practice if necessary. Thorough risk assessments take place on all areas of her home and equipment as well as for every outing. Daily checks take place to ensure children

are cared for in an extremely safe and secure environment. They are supervised at all times and robust procedures ensure children cannot leave the premises unsupervised and unauthorised persons cannot gain access.

Children access a wide range of resources from accessible storage units with clearly labelled trays and boxes. They confidently move freely around the downstairs areas choosing their activities. The days are organised to ensure that children have plenty of time for exercise and fresh air and also to socialise with other children at the Children's Centre, toddler groups and the zoo. Pictures, posters and children's own work is displayed providing a bright, welcoming and inclusive environment for all children where their work is valued. The childminder has a range of resources including dolls, dressing-up clothes, puzzles and books which reflect diversity. These are used to promote discussions and support children to understand and value their own and other cultures.

The childminder keeps her knowledge in childcare up to date by attending relevant training and workshops and by accessing further training to obtain a recognised qualification in childcare and education. She regularly reflects on her provision, however, self-evaluation is general and not specific and does not identify how the developments will improve outcomes for children.

The childminder is able to provide high levels of care and education for each child and works in partnership with the parents, due her well organised documentation. Detailed records are kept on each child and all required parental permissions are in place. Parents are very happy with the provision and state that their children are always keen to attend, have fun and experience a wealth of exciting activities. The parents value the close interaction their child has with the childminder and her family. The childminder has developed good links with the local school and pre-school and she follows up on some of their planned themes, such as, making owls and Christmas stars, helping to provide continuity of care.

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

Children are happy, confident and have fun in the rich and stimulating indoor and outdoor environment. The childminder provides children with high levels of care and individual attention, getting involved in their play and offering support when needed. It is clear that strong relationships have developed and they are very fond of each other. The childminder provides a balance of planned and child initiated play experiences and keeps valuable records of children's achievement which are available to parents at all times. She is developing a system to observe, assess and plan stimulating, motivating experiences for the children. However, she is not consistent with using the identified priority in the children's learning and development to inform planning.

Children are developing their independent skills as they access the toys and equipment and learn to put on their coat and shoes. The childminder uses effective strategies to promote positive behaviour and to support children. They learn to take turns, share the resources and to be kind to each other. Babies and very

young children are beginning to use language to communicate and she supports them by introducing and repeating words and by offering praise and encouragement. They enjoy stories and sharing a range of good quality books, learning to turn one page at a time and to put them away carefully. Children enjoy numbers and count as they have their nappies changed. They take part in number rhymes, introducing them to simple calculation.

Children express themselves through a range of art and craft activities, they enjoy paint and printing as well as sticking leaves onto paper. They love music, dancing, moving to nursery rhymes and making music themselves on a toy keyboard. They use their imaginations in role play as they push dolls round in pushchairs and play with the play kitchen in the garden. Children have opportunities to climb, run, balance and jump in the garden, the parks, at toddler groups and the zoo. Younger children delight in pushing the cars up the slope to the top of the play garage and watching them roll down, one after the other.

Children's welfare is promoted well. They learn to keep themselves safe as they practise regular fire drills and know what to do if they have to evacuate the house quickly. Younger children wear a harness in the pushchair and older children learn about road safety and to stay together as a group when walking to and from the school. They learn to keep themselves healthy through daily hygiene routines and healthy eating. They are invited to eat a range of fruit and vegetables which are prepared and presented in an attractive way to encourage the children to try them. For example, sandwiches are cut into a variety of shapes and fruit is cut into small pieces. Children experience growing their own produce as they learn how to plant, care for and harvest the cucumbers. They enjoy cooking and try new flavours and textures, increasing the variety in their diet.

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	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

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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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