

Inspection report for early years provision

Unique reference number	560245
Inspection date	14/03/2011
Inspector	Lindsay Hare
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 registered in 1990. She lives with her husband and four adult children in Brentwood, Essex. The whole of the ground floor is used for minding and there is a secure garden. The family has two dogs. The childminder provides care all year round as well as before and after school.

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 six children, three of whom are in the early years age range. She is also registered to care for children over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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.

The childminder provides a very safe and welcoming environment for all the children and ensures that they are all included and supported. Children make good progress in their learning and development, although there is a minor weakness in the planning and assessment process. The partnerships she has with the parents are a key strength and positively contribute to ensuring the individual needs of all children are met. However, a requirement has not been met. The childminder is continually improving her knowledge through training and is able to monitor and evaluate her provision to ensure that improvements are identified and implemented. Some of the required documentation is incorrect.

What steps need to be taken to improve provision further?

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

- obtain necessary information from parents about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare)
- 28/03/2011

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

- improve the planning to clearly show the learning intentions of the activity
- update the complaints log, so that it relates to the requirements of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

There are good procedures in place to protect children from harm. All adults living in the household have been vetted. The childminder has attended 'safeguarding children' training and clearly understands her role and responsibility in protecting children from abuse and neglect. Effective risk assessments are in place and there are good procedures to protect children on outings, enabling them to play and learn in a safe and secure environment. The provision is inclusive and the childminder celebrates other cultural festivals such as Ramadan. She has resources reflecting positive images of diversity, for example, a doll that speaks Spanish and a learning French DVD. The children have tasted Jewish and Chinese food. She has a good awareness of caring for children with speech and language delay and uses Makaton to support communication. A requirement has not been met with regards to obtaining information about who has parental responsibility for the children.

The childminder's professional and friendly approach to maintaining effective partnerships with parents, ensure that children's care is consistently promoted. For example, she gets to know the family well through her settling in procedure, gathering lots of information about children's backgrounds, interests and needs. There are good systems in place to share information and keep parents informed about their children's care and progress, such as verbal exchanges, daily diaries, and text messages. Parents are encouraged to take the learning journeys and scrapbooks home and add any comments. All policies are reviewed regularly and parents are given updated copies. She also sends out regular questionnaires to gain parents views and acts on their suggestions. The childminder has attended lots of training recently and enjoys passing on this knowledge to parents. For example, she recently sent home a nursery rhyme sheet and asked parents to sing with their child at home and complete an evaluation sheet. The childminder has links with the local school and pre-school and is able to incorporate what activities and experiences they are doing into her own planning.

The childminder evaluates her practice, clearly identifying her strengths and areas for improvement. She has attended various training courses and is looking at developing her knowledge further in certain areas. The childminder has links with the Children's centre and she is keen to share ideas with other childminders at the childminding group she attends. The required documentation is in place, although the complaints information refers to the National Standards, rather than the Early Years Foundation Stage and is therefore out of date.

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

Children have good opportunities to help them make effective progress across all areas of learning and development through a balanced range of adult and child-led activities. The childminder knows the individual children well and actively involves parents in contributing to their child's learning. However, children's learning is not fully promoted because there are no specific learning intentions identified in the planning. Children have access to a wide selection of age appropriate resources and activities and are encouraged to make choices and explore. Young children feel safe and secure as they crawl around the room, reaching for toys. The childminder encourages them to feel the textures on the puzzle and names the fruit in the pictures. She shows the children how to push the toy down to make a noise, encouraging them to try.

Children mix well together at the childminder's home and also attend a childminding group, and soft play area, specifically for young children. They visit the bakers, paying the money, borrow books at the library and sing along to the piano at toddler group. Children are encouraged to use their senses, making Braille dots to form their initial and playing 'blindmans bluff'. Children experience 'pond dipping' and grow potatoes and onions in the garden. They plant hanging baskets and then make their own book, showing photos of what they did. The childminder encourages language by chatting to the children, copying the babies' babbling and uses Makaton as an aid to communication. For example, she told a young child what she was doing as she wiped his nose.

Children feel safe and secure in the setting. They are encouraged to help look after a doll at the childminder's home and make comments, in preparation for when the childminder cares for a baby. Young children enjoy being sung to and bounced on the childminder's knee before cuddling up to go to sleep. The childminder promotes their physical development as they often visit the park to climb and build dens. Young children have space to crawl around and use low level furniture and storage boxes to pull themselves to standing. Children problem solve, as they fit boxes together to make a robot, learning shapes and numbers as they line up the cars and count to twelve. The childminder attended a MEND course which gives ideas for activities to promote hygiene and personal health, such as assault courses to keep children active and tasting and learning about healthy foods.

The childminder uses lots of praise and distraction to manage the children's behaviour. She provides a varied and nutritious menu. Children's awareness of safety is continually reinforced, as they regularly practise the evacuation procedure and talk about the sharp knives used to cut fruit and vegetables up, whilst making pizzas and wraps. Children use a small hammer and nails in woodwork under close supervision and they are encouraged to take some risks, such as, climbing as high up the slide as they feel comfortable. Ideas such as putting marbles in the bottom of the sink, encourages children to wash their hands as they feel for the marbles.

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	1

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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