

Inspection report for early years provision

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Inspection date	06/01/2012
Inspector	Lynn Hughes
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 2003. She lives with her husband and two children aged 12 years and 11 months old in Tiptree, Essex. The whole of the childminder's property is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from local schools and pre-schools. The family has a pet dog.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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 childminder has effective systems in place to ensure that children's welfare, learning and development needs are well met. She knows the children in her care well and works effectively with the families to meet their individual needs. Children participate in an exciting range of planned and freely chosen activities, which enable them to make good progress across all six areas of learning. The childminder has links with other early years provisions, however, systems to effectively share relevant information about children's learning are limited. The childminder reviews and evaluates her provision to enable her to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- develop opportunities to work in partnership with other providers delivering the Early Years Foundation Stage to ensure progression and continuity.

The effectiveness of leadership and management of the early years provision

Children are effectively protected by the childminder who demonstrates secure knowledge of child protection and safeguarding procedures. She regularly updates her safeguarding knowledge through training and effectively implements current procedures. All adults living on the premises are vetted and proof of their clearance is held on file. Children are kept safe and secure as the childminder conducts extremely effective risk assessments of her home and of outings and

trips.

The childminder is very committed to embedding ambition and driving improvement. She has clear systems in place to review and evaluate her provision and includes parents in this process by asking them for verbal feedback and also by completing regular questionnaires. The childminder has very good links with the local children's centre and takes full advantage of the training events organised there, in order to refresh and update her childcare knowledge.

Children proficiently select toys and play materials from well-labelled low-level storage units presented in the childminder's dedicated playroom. They know where their favourite toys are and are actively encouraged to make choices over their play and learning. The childminder effectively supports children's learning by sitting with them, extending their language skills and listening carefully to what they have to say. Children learn about other people's needs and different cultures and religions through a wide and exciting range of toys and resources. They also participate in the celebration of festivals and special occasions, which enable them to explore a range of foods, creative activities and stories about other countries.

The childminder works effectively with the local school and other early years provisions. She shares information informally about the children in her care, but at present does not have robust systems in place for ensuring continuity and coherence. Parents are provided with very clear information about the childminder's provision and her working practices. She regularly reviews her written policies and ensures that parents are provided with current documentation following any changes.

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

Children enjoy their early years experiences with the childminder in a relaxed and child-friendly environment. They move confidently around the childminder's home, accessing the various areas available to them. Children are provided with a wide range of planned and freely chosen play experiences. They are encouraged to make choices over their play and learning and are supported well by the childminder who acknowledges their differing learning styles. Children regularly attend local toddler groups and sessions organised through the local children's centre. This provides good opportunities for them to develop social skills and to become strong and confident children. Their creative talents are extended through an exciting range of activities based around a general theme or topic. Children have good opportunities to be imaginative and to participate in role play experiences, such as dressing-up and creating meals from the plastic food and kitchen utensils available in the playroom. Children make good progress towards the early learning goals as the childminder demonstrates secure knowledge of their individual stages of development and talks confidently about how she plans effectively for their next steps in learning. Planning shows that children are provided with activities, which enable them to develop across all six areas of learning.

Children are and feel very safe within the childminder's care. She provides cuddles and reassurance to any children feeling unsettled and encourages them to access their individual comforters when needed. She ensures that her home, both indoors and outdoors is safe and secure. All outings and trips are thoroughly risk assessed by the childminder to ensure that they are appropriate and suitable for minded children. Children's knowledge of keeping healthy is actively promoted by the childminder reminding them about good hygiene practices. For example, they understand the importance of hand washing at appropriate times. Children's personal needs are well met. For example, young children who are toilet training are effectively supported and enthusiastically praised when they use the potty. Children enjoy regular opportunities to experience fresh air and exercise as the childminder takes them to local parks and playgrounds, as well as providing a well-equipped and safe garden for them to play in.

Children play well together and learn to share and cooperate as the childminder calmly encourages them to take turns and to share her attention. They are settled and comfortable in her care and enjoy the interaction they receive from her. An exciting selection of well-planned activities enhances the children's learning experiences and enables them to develop essential skills for the future. For example, children are confident talkers and converse proficiently with the childminder. They use numbers in everyday activities and enjoy exploring problem solving resources, such as puzzles and sorting activities. The childminder takes time to get to know each of the children in her care. She ensures that her provision is warm and welcoming and offers a fully inclusive provision for all families choosing to use her service.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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