

Inspection report for early years provision

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Inspection date	20/10/2009
Inspector	Cheryl Langley
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2003. She lives with her adult son in a house in Loughton, Essex. All of the property is used for childminding. The bathroom is located on the first floor. There is a fully enclosed garden for outside play. The family have four pet cats.

The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding one child in this age group. She also offers care to children aged over five years to 11 years and is currently minding three children between the age of five and six years and a child over the age of eight years. The childminder is registered by Ofsted on 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.

Children's welfare and learning are promoted well. They are cared for in a welcoming, safe and secure home. A strong partnership between the childminder, parents and nursery or school ensure that all children are fully included and their needs are met. Children make good progress in their learning and development. However this is not reflected in the observation and assessment records which the childminder has just begun to develop. Procedures to safeguard the children and maintain a safe and healthy environment are in place and most of the written documents reflect this. Some action is taken to by the childminder to improve her provision for individual children, and update her practice but the process for self evaluation is lacks some rigour.

What steps need to be taken to improve provision further?

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

- include in the written planning the experiences provided which help children make progress in their learning and development
- implement a quality improvement process, such as self evaluation, to identify areas for development to maintain continuous improvement.
- make sure the safeguarding children policy provided for parents includes the steps taken should an allegation be made against the childminder.

The effectiveness of leadership and management of the early years provision

The childminder has a thorough understanding of child protection issues to safeguard the children's welfare. She has attended training in this area and provides a written policy to share with parents. Other aspects of safety and health

care in the home and outside are well maintained. The childminder is safety conscious. Potential hazards are minimised by the actions that she takes to make her home safe and secure for the children. This includes examples such as practising emergency evacuation procedures regularly, closely supervising children and ensuring rooms are made safe for young children to move around freely without coming to harm.

The childminder forms strong relationships with parents and other professionals at the children's school or nursery. As a result relevant information is shared which supports each child's well-being and promotes their learning. The childminder knows the children and their families well. She uses this information to meet their individual needs and make sure all children are included. A strength of her provision is the care and support she gives in times of change and transition. The childminder values the children and their families. She seeks their views to ensure she is providing care and learning which is relevant to them. Positive and complimentary comments from parents about the provision have been received. All of the required documentation to underpin this partnership are in place. The childminder has a range of written policies which she shares with parents to inform them about her practice, although the safeguarding policy lacks information about what would happen should an allegation be made against her.

The childminder takes some steps to improve her provision. She updates her training regularly and makes plans to meet children's adapting needs. The childminder makes effective use of local resources to assist her with this. Previous recommendations have been addressed. However she does not have a rigorous system in place to review her practice. This is to highlight any areas for development to ensure continuous improvement is maintained.

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

A good balance of adult initiated and child-led play and activities makes sure children enjoy their play and development covering the six areas of learning in an interesting and stimulating way. Children increase their knowledge and understanding of the world. They observe the changing seasons and note how this affects the natural environment. Children draw pictures of trees with falling leaves and watch birds in the park. They visit the duck pond regularly to feed the ducks or attend wild life parks to benefit from the fresh air and learn about the lives of animals. Conversations about their experiences, likes and dislikes, encourages speech and language. They enjoy sharing books and singing songs. For example, children sing 'Ten in a bed' whilst sharing the book to illustrate the actions and see the numbers as they count down. Enjoyable activities which promote their physical development such as dancing with the childminder take place regularly. They have fun on large play equipment in the parks to balance and co-ordinate their bodies. Children develop their mark making skills. They make good progress in hand writing and learn to recognise their own and others' names. Additional skills and knowledge they develop for the future include attending to their own care needs such as feeding themselves, recycling materials and operating programmable toys. However their records of achievement do not always reflect the progress they have

made or what they will be doing next to make progress.

Children are aware of the wider community and diversity. This is promoted in a positive and enjoyable way by the childminder. Children celebrate various festivals, shop for foods from different countries and are aware that people speak different languages. Children are well behaved and polite. They improve their social skills mixing with children of their own and different ages at the childminder's home or when they visit activity groups. The childminder praises the children appropriately. This develops their self-esteem. They feel comfortable, confident with the childminder and able to try new experiences and rise to challenges. Children choose their play independently from the resources available. Toys are organised so that favourites are always to hand such as the home play toys to promote creative and imaginary play. This supports their care and enables them to make progress in their learning. Children are aware of the benefits of a healthy lifestyle. They make decisions about the menu as the childminder seeks their views about what to buy to provide meals. She encourages choices that are healthy and part of a balanced diet. Children drink regularly and take part in routines which promote hygiene. Through discussion, regular practise of safety routines and interesting books, children learn about keeping themselves and others safe. They enjoy being with the childminder who makes them feel part of her family.

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	3

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	3
The effectiveness with which the setting deploys resources	3
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	3
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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