

Inspection report for early years provision

Unique reference number	EY265657
Inspection date	05/05/2010
Inspector	Lisa Paisley
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 was registered in 2003. She lives with her family in a house in Leigh-on-Sea, Essex. All areas of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and when working with another childminder, the registration is for a maximum of six children. The childminder is currently minding five children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She walks or drives to local schools to take and collect children and the childminder takes children on regular outings to the local parks and library. The family has a hamster as a pet.

This 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 (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress in all areas of their development, as the childminder has a good understanding of the Early Years Foundation stage and how young children play and learn. There is a strong emphasis on raising children's awareness of their own personal safety and promoting healthy lifestyles. Partnership work with both parents and others has been successfully established, promoting good continuity of care. Self-evaluation systems have been developed; however, further review is required to ensure that it is embedded within the childminder's practice.

What steps need to be taken to improve provision further?

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

- review and revise self-evaluation systems to ensure continuous improvements are made.

The effectiveness of leadership and management of the early years provision

Documentation is comprehensive, clearly formatted and is effectively organised to support the efficient and safe management of the provision. There are sound policies and procedures in place that safeguard all children. The childminder has a good understanding of their responsibilities for protecting children from harm or abuse and know what to do in the event of a concern. Parents are fully informed

of the childminder's role in safeguarding children. Risk assessments for both indoors and for trips out are in place and are implemented on a daily basis to further promote children's safety and welfare. Good standards of cleanliness and effective safety measures are maintained throughout the environment.

Routines including space, time and resources are organised effectively to ensure that children receive plenty of attention and support and their individual needs are consistently met. The organisation of the learning environment and the good range of high-quality, stimulating resources are effectively deployed to allow children to choose with safety and independence. The main play area is decorated with a combination of children's photographs and posters promoting children's self-worth and positive contribution. The childminder has a positive attitude towards further training to improve outcomes for children, and further training, includes Early Years Foundation Stage and updating first aid training. Self-evaluation systems have recently been developed, however, further revision is required to ensure that it is both embedded and reflective of the childminder's practice.

Professional and positive working relationships have been established with all the parents, as the childminder ensures parents are fully informed about all aspects of their child's care. Regular information is exchanged and there are very clearly written contracts and consent agreements regarding individual care needs and parents have read the policies and procedures. Complementary written comments were viewed and parents express their satisfaction by commending the childminder on the individual care that is provided and the range of activities that are available for children. There are also positive written comments from the minded children. The childminder has established good working relationships with other early years settings ensuring key information is exchanged and continuity of care is provided for children.

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

Planning, observation and assessment arrangements have been fully implemented, as the childminder has worked hard to update her knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Consequently, children are provided with a good range of exciting play experiences that successfully capture children's interests and hold their imagination, and they are making good progress in all areas of their development. An example of this, is a young child concentrating on and working hard at a cutting, sticking and drawing activity, they were particularly skilful in using the scissors during the activity. Young children have their own 'learning journey', observations are recorded and information informs future activity plans. The childminder is knowledgeable about each child's abilities and what they enjoy doing and they skilfully support children in their developing knowledge of self-control and behaviour issues.

The childminder successfully implements discussions and activities that remind children about positive behaviour. Consequently, children show respect towards each other and care about the learning environment. A good variety of toys and

books that show positive images of diversity are in constant use and this increases children's familiarity with different cultures and traditions. Children are confident, happy and secure, as the childminder develops good relationships with the children. She ensures that her interactions are purposeful and is always at the child's level when supporting them. The childminder is a good role model in supporting children's behavioural needs. The children take part in a variety of interesting planned activities or spontaneous events that fully support all areas of learning, both indoors and outside. The children are confident talkers and she effectively supports young children's emergent language skills through praise and encouragement. Independence skills are successfully supported, for example, choosing activities and offering continuous outdoor garden play. Regular outings are organised in the vicinity, this includes toddler groups, local park, library and beach.

There is a strong and positive focus on promoting healthy lifestyles and ensuring children feel safe. A good range of healthy snacks and meals are offered and fresh drinking water is available to children ensuring that they remain hydrated. Meal times are a sociable time with good peer modelling and manners being promoted. Children know how and why to be safe within the home, as they move around the home negotiating space safely. Emergency evacuation procedures are practised on a regular basis and children have a good understanding of what to do in the event of an incident or fire. The childminder has attended first aid training and can deal with minor injuries, and written procedures are in place for the administration of medication and any emergency situations. Overall, children's welfare is effectively promoted by the childminder.

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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