

Inspection report for early years provision

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Inspection date	22/03/2012
Inspector	Lynn Clements
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 2004. The childminder lives in a residential area of Church Langley, Essex. She lives with her partner, her adult child and daughter aged 10 years. The whole of the property, managed by the childminder, is used for childminding and there is a fully enclosed garden available for outside play.

She is registered to care for a maximum of six children at any one time, of whom, three may be in the early years age range. The childminder is currently caring for one child in the early years age range and one older child. She is registered on the Early Years Register and on 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 has a good understanding about each child in her care enabling her to plan well for their individual learning and development needs. In this safe and secure family home the children enjoy regular opportunities to learn about the world on their door step. Partnerships with other professionals are strong and those with parents are exemplary, providing excellent continuity of care for all children, including those who may have additional needs. As a consequence children make good progress given their age, ability and initial starting points. The childminder reflects on her practice identifying strengths and areas for future development in order to make sure that the service she provides continuously improves.

What steps need to be taken to improve provision further?

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

- develop further the current systems of assessment for learning to make sure that children's identified next steps are securely linked to the six early learning goals in order that they continue to make good progress.

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding about safeguarding children from harm and how to make a referral should she have a child protection concern. She understands about the importance of adults living in the home to have Criminal Records Bureau checks and would never leave children with adults who have not completed these checks. Risk assessments are in place and thoroughly identify potential hazards inside, outside and for regular trips taken by the children and

childminder. This attention to minimising risk enables the children to play and learn in a safe and secure environment. The childminder has also attended relevant training, including in particular first aid and safeguarding, making sure that she can provide appropriate care in the event of an accident or concern. All paperwork required by legislation is in place, very well maintained and reviewed regularly.

Resources are of good quality and space has been well organised enabling the children to move freely. There is also a playroom where children can access toys and resources independently, allowing them to build and develop their self-help skills. Equality and diversity is placed at the heart of the childminder's work with children. There is no bias in her practice in relation to gender, race or disability and this positive attitude enables her to provide an environment where children can learn about the rich diversity throughout the world. Self-evaluation takes into account the views of children and their parents. The childminder is effective in identifying her strengths and weaknesses and taking action to improve the service she provides in order to promote continuous improvement and make sure that the service she provides is sustainable.

Partnerships with others are good and those with parents are outstanding. Time is taken to find out about what the children are doing at nursery and home enabling the childminder to build securely on what they know and can do. This is an ongoing process and makes sure that the children receive continuity of care and learning. The childminder belongs to a local childminding association group and this enables her to share good practice ideas and continue her professional development through organised training events. Parents' report that they are delighted with the care offered to their children by the childminder and that her attention to supporting and providing activities and play opportunities which meet the individual needs of their children is excellent. They state that they feel welcomed and comfortable in her home and that she has made returning to work much easier.

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

The childminder maintains learning records for each child which are filled with observations, photographs and their own creations. These are shared with parents, providing them with opportunities to share with the childminder learning that happens at home. By sharing their own observations about their child's progress, they provide the childminder with important and relevant information which she is able to use to help her plan their child's next steps for learning. However, on occasions, the childminder is inconsistent with regard to making sure that children's next steps for learning are clearly linked to the six early learning goals. This could potentially impact on her ability to ensure that future progress is accurately plotted and that children continue to build fully on what they know and can do. Clear information is displayed around the childminder's home about the Early Years Foundation Stage, providing parents with an insight into how their children learn through play and free flow investigation. The childminder demonstrates a good range of teaching and communication methods, such as intonation, facial gestures and by providing visual and audio clues.

Children are clearly confident and at home with the childminder. They enjoy sharing their day telling her about the activities they enjoyed at nursery during the morning. They show a good understanding about how conversations work as they interact in the conversation and wait for others to finish speaking before they interact again. Children enjoy simple problem solving as they complete puzzles. They concentrate for prolonged periods of time examining the shape of each piece and then match it to the corresponding place on the puzzle board. Children show that they have a growing understanding about the wider world around them as they talk about events that happen at home. They have a keen interest in information communication technology as they draw pictures of and talk about computers with the childminder. Children are developing skills for the future in communication, language and literacy as they link sounds and letters. For instance, as they use simple phonics when recognising and sounding out their own names.

Parents support the childminder's healthy eating programme, providing their children with balanced and nutritious meals and snacks which they enjoy in a social atmosphere in the childminder's home. Children have a good understanding about caring for their own needs and personal hygiene. For example they understand that they must wash their hands after playing with the childminder's pets. They enjoy regular opportunities to get out and about in the fresh air where they can build on their physical skills. Children know how to keep themselves safe. For example, they talk about the importance of wearing seatbelts in the car to prevent them from falling and bumping their heads. They also understand that the oven can get very hot, for example, when they are enjoying cooking activities with the childminder. Children demonstrate enjoyment as they participate in activities and move around the setting exploring independently. Children's attitudes towards learning are good.

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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