

Inspection report for early years provision

Unique reference number	EY300408
Inspection date	27/02/2012
Inspector	Anne Horn
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 2005. She lives with her husband and two children, aged eight and nine in Stanford le Hope, Essex. The whole ground floor and bathroom on the first floor of the childminder's house are used for childminding and there is a fully enclosed garden for outside play. The home is accessed via a step to the front and back door.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for two children aged one and four years. The family has three cats. The childminder supports children with special educational needs and/or disabilities. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming, homely environment where all children feel secure and relaxed. All areas of learning are covered in the range of activities provided and most of the individual needs of children are met. Most documentation is of a good standard and continues to be developed. Partnerships with parents are effective and regular feedback on the provision is sought from parents and children demonstrating a clear capacity for maintaining improvement.

What steps need to be taken to improve provision further?

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

- complete a record of the risk assessment for the setting clearly stating when it was carried out, by whom, the date of review and action taken after a review or accident (Documentation). 27/02/2012

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

- develop a systematic and routine approach to using observations and use assessment to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge with regard to child protection issues, is confident and fully understands her responsibilities with regard to safeguarding children and attends update training. Appropriate policies and procedures are in place and information and guidance is readily available should there be any

concerns regarding the well-being of any child in her care.

Daily checks on the safety for the setting are carried out ensuring a safe environment and children are encouraged to assess risk for themselves during activities and outings. Children are supervised appropriately ensuring safety, while allowing independence. However, risk assessments of the setting and outings are not fully recorded.

The childminder establishes good relationships with parents and ensures that they are well informed about the welfare, achievements and progress for their children through the use of daily diaries and text messages. Feedback from parents shows a high level of satisfaction and shows confidence in the care provided to their children. The views of parents are incorporated in to the self-evaluation process. This ensures further improvement in the provision to improve outcomes for children. Recently the views of children have also been sought and included in the evaluation process allowing their views and opinions to be included and considered.

Good relationships with other childminders provide additional opportunities for social interaction among children supporting their social and emotional development. This partnership working enables the childminder to share current best practice and knowledge.

The childminder has a good understanding with regard to diversity and equality and some opportunities for children to learn and embrace differences are provided through the resources and activities offered. For example, Chinese New Year and Diwali are currently incorporated into activities and other different traditional days and festivals are planned for throughout the year and are acknowledged.

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

Children are encouraged and happily initiate their own play. The younger children enjoy treasure baskets and 'touch and feel' baby toys enabling sensory development. The childminder engages the young children and develops their language and communication skills. Children show sustained levels of interest in creating structures out of building blocks and the childminder is on hand to support their play. Children make choices and decisions, for example, children choose when they would like to have snacks.

Children enjoy craft activities that encourage their early writing skills, for example, drawing and painting activities. Children are encouraged to participate in cooking activities, for example, making fruit salad. Early mathematical development and problem solving activities are provided for younger children including counting games and songs.

Overall, children have some good opportunities to develop their knowledge and understanding of the world. Outdoor play is encouraged to develop their physical skills and children receive fresh air and exercise daily, either through walks to the

local library and shops, visits to the park or using the extensive play equipment in the garden. Children are given lots of opportunities to develop self-esteem and self-confidence, such as 'ourselves' activity drawing pictures of themselves and their families. Children are encouraged to be independent, for example, in toileting and personal care.

The childminder has a clear understanding of the children's progress and the next steps for further development. Observations, including samples of the children's work and photographs of activities are readily available and in most cases next steps are identified. However, observations are recorded sporadically and there is no clear link to the planning of activities.

Children are well behaved and understand the rules of the setting. There are clear behaviour expectations and the childminder models caring and respectful behaviour. Consequently, children show respect for each other and the environment. Older children are expected to help care for the environment, for example, caring for toys and resources. Children have access to drinks and healthy snacks are provided supporting healthy lifestyles. Parents provide all other meals for the children allowing the childminder to meet all the children's individual dietary needs. It is clear that children are relaxed and comfortable with the childminder who provides sensitive and warm care which meets their individual needs.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----