

Inspection report for early years provision

Unique reference number	EY311760
Inspection date	14/05/2009
Inspector	Ann Marie Cozzi
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2005. She is registered to care for a maximum of four children at any one time, one of which may be in the early year's age group. The childminder's partner occasionally acts as an assistant. The childminder is also registered to care for children on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her partner and two children aged four and two years. They live in the Church Langley area of Harlow, Essex. There is one small step into the setting. A downstairs toilet is available, helping to promote an inclusive environment. The whole of the house, managed by the childminder, is used for childminding and there is a fully enclosed garden available for outside play. The childminder regularly attends local carer and toddler groups and takes children on trips out in the local community. She is a member of the National Childminding Association and the Harlow District Children Come First Childminding Network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder is very accomplished in her observations and assessment of children and as a result they make exceptional progress in their learning and development although, there is a minor weakness in promoting a two-way flow of information with parents, carers and others. She is extremely proactive in ensuring that her practice is inclusive and provides superb opportunities for children, enabling them to learn and develop in a caring and stimulating environment. There are clear and effective systems in place to ensure the safety and welfare of children although, there is a minor weakness in the current system for risk assessments. The childminder regularly undertakes self-evaluation which supports the promotion of continuous improvement within her service.

What steps need to be taken to improve provision further?

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

- develop further a regular two-way flow of information with parents and between providers
- develop further risk assessment to ensure it covers anything with which a child may come into contact.

The leadership and management of the early years provision

The childminder is proactive in seeking further training and information which ensures that she keeps up-to-date with current childcare practice and promotes positive outcomes for children. For example, she has attended training in child protection, promoting positive behaviour and Early Years Foundation Stage (EYFS)

training. In addition to her National Nursery Nurse Examination Board (NNEB) qualification she has also gained a Level 3 qualification in home based childcare. Regular meaningful self-evaluation which includes the views of parents and children supports the promotion of continuous improvement within her service. The childminder has addressed a recommendation raised at the last inspection by ensuring that she has consent from all parents for the seeking of emergency medical advice and treatment. This ensures that in the event of an accident or a child becoming ill their welfare is protected.

The childminder demonstrates a good understanding of her role in supporting children's welfare within the EYFS. She provides valuable information for parents and carers, for example, an information folder which clearly links across all areas of learning and the EYFS. There are a comprehensive range of written policies and procedures, for example, all visitors to the home are recorded and a detailed child protection procedure is in place. This assists in ensuring that parents and carers are aware of her responsibilities in safeguarding children from harm. However, there is a minor weakness with regard to risk assessment of the premises to ensure that they cover anything with which a child may come into contact in order to fully secure their safety at all times.

There are a range of systems in place to keep parents and carers informed about their children's care and progress. These include high quality individual written observations, records of children's individual achievements, photographic evidence of children at play, written and verbal daily information about care issues and how children have spent their time with the childminder. The childminder has built up a good relationship with other settings which children attend, however, there is a minor weakness in the promotion of a two-way sharing of information in relation to children's learning.

The quality and standards of the early years provision

Children are provided with an exciting, stimulating, rich range of practical learning experiences, both inside and outdoors. Extremely well planned adult-initiated and child-led play activities make learning fun and enjoyable. This promotes children's confidence and self-esteem. Storage is at child-height and is labelled with photographs depicting the contents. This promotes and encourages children to access resources independently and allows them to play and learn at a pace which suits them. The childminder's interaction and communication with the children is excellent. She consistently uses extremely positive language and is particularly skilled at using open ended questions, intonation, facial gestures, and demonstrates a clear understanding about different learning styles. This ensures that all children are exceptionally well supported as they are encouraged to think about what they are doing and solve problems, for example, at lunch time cutting a large piece of pineapple so that it is small enough to eat. Children are making outstanding progress towards the early learning goals. They are confident communicators and are eager, curious and excited to share their learning experiences with the childminder, for example, as they enjoy taking part in imaginary role play in the café. They cooperate very well with the childminder and each other as they take her order and then work together to prepare her meal.

Simple mathematical concepts and language is introduced consistently through play, for example, as the childminder encourages children to identify numbers and use language such as bigger, smaller, inside and on top.

Children's observations are outstanding and evaluations of what they know and can do are of a very high quality. These are used by the childminder extremely effectively to ensure that children are challenged appropriately in order to assist their progress towards the next steps in their learning. The childminder provides lots of opportunities for children to go on outings. This enables them to socialise on a broader scale and learn about the wider world on their door step. The childminder consistently promotes children's understanding of personal safety, for example, how to use kitchen utensils safely and with care, practising emergency evacuation procedures and learning about road safety when out and about. Children have access to an ample variety of multicultural resources which promote diversity, for example, dressing up clothes, books, role play and small world toys. Children respond positively to the childminder and behave extremely well. This is because the childminder uses sensitive and effective strategies consistently which enables them to learn about caring for each other and taking turns.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	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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