

Inspection report for early years provision

Unique reference number	EY318229
Inspection date	17/06/2009
Inspector	Deirdra Keating
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 lives with her husband and two children aged nine and 11 years in Witham, Essex, close to shops, parks, schools and public transport links. The childminder's home is situated in a terraced row and accessible via a low step. The whole of the childminder's home is used for childminding. She has a hamster and fish as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom, no more than three may be in the early years age range. She is currently minding three children who are within the Early Years Foundation Stage (EYFS) years. She also offers care to children aged over five years to 11 years. This provision is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children share warm friendly relationships with the childminder and their peers. The childminder promotes a welcoming and inclusive environment where she works closely with parents to ensure that specific needs are met. The setting is well organised to enable all children to participate in activities. The childminder monitors her practice well and continues to work towards improvement.

What steps need to be taken to improve provision further?

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

- continue to use training made available by the local authority and other sources
- ensure children can independently access their drinks at any time.

The leadership and management of the early years provision

The childminder organises her home very well to promote children's welfare, care and safety. Safety equipment and appropriate resources to support younger children are arranged well, promoting children's independence and comfort. The childminder is able to protect children from harm or neglect as she has a comprehensive understanding of the Local Safeguarding Children Board and has developed this by attending training courses. The childminder continues to update her professional skills, for example, she is studying for a level three qualification in home-based childcare. An evaluation of her practice has highlighted training as an area in which she feels she could still improve upon to ensure she is confident in

her knowledge. This shows that she has a good commitment to her professional development and improving her practice.

Records, policies and procedures are maintained well and shared proactively with parents prior to children's admission. Information from parents is used very well to ensure children settle and that the care and development routines meet their individual needs. Parents are actively encouraged to comment on the provision and are informed daily about children's routines, learning and development. The childminder has good links with other local provisions and uses a network of local support which enables her to discuss her planning ideas and ensure children receive good continuity of care.

The quality and standards of the early years provision

The childminder effectively promotes children's welfare, learning and development. Children are settled and secure in the childminder's care, the familiar routines and responsive care help children become increasingly confident and independent. The environment is homely and reassuring, resources are stored well to encourage children to make choices and make decisions about what they want to do.

Children are cared for in a clean and safe environment where they learn about a sense of danger and learn to assess risks. The childminder teaches children about road safety as they walk to groups and uses the safety crossings. Children benefit from lots of physical activity; they walk to schools, visit the local park and play in the garden where they develop their abilities on the play equipment. Children are provided with a varied routine of visiting groups and quieter activities at home. The childminder often takes children to toddler groups and to 'messy play' where they can make relationships with children and learn how to cooperate with others.

The childminder promotes a caring and respectful environment where older children are involved in developing the house rules. She explains boundaries and limits to children to help them to understand why rules exist. Consequently, children are learning to share toys, treat one another respectfully and gain new skills which will help them in later life.

Children are encouraged to be as healthy as possible, they are given healthy and nutritious snacks and are involved in the preparation of food, such as pizza, to help them understand about healthy eating. Drinks are offered to children, however, they are not always available for children to freely access.

The childminder plans in response to children's needs, observations are used to plan children's next steps in their individual records which reflect each child's accomplishments. The records are shared with parents in order that they can support each child's learning and development. The childminder is careful to tailor her care towards the individual child and ensures that any additional needs are carefully provided for. The childminder provides an inclusive service welcoming all families and tailoring her practice to encompass all requirements.

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?	2
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?	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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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