

Inspection report for early years provision

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Inspection date	02/09/2009
Inspector	Jenny Howell
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 2006. She lives her mother and an adult sibling in Leigh-on-Sea, Essex. The ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of 6 children at any one time and sometimes works with an assistant and a co-minder. The childminder provides care each weekday, including taking children to and collecting them from school.

The family has a dog and a cat. 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 satisfactory.

The childminder is able to meet the individual needs of each child in her care. All children are provided with appropriate opportunities, in line with their differing stages of development to ensure that no child is disadvantaged. Children are able to make progress in their learning and development, though this is not yet planned and structured to ensure consistent progress in all areas of learning. Children's welfare is promoted, with appropriate procedures in place to protect them and keep them safe. Appropriate partnerships are in place with parents in order to ensure a regular exchange of information, though these have not yet been extended to include other providers of the Early Years Foundation Stage (EYFS). The childminder has been able to bring about improvements to the service she provides, though there is not yet a structured system of monitoring and evaluation in place.

What steps need to be taken to improve provision further?

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

- make use of information from observational assessment to plan and provide experiences which are appropriate to each child's stage of development and to help them make progress towards the early learning goals
- establish and maintain a regular two-way flow of information between providers of the Early Years Foundation Stage when children also attend other settings
- develop a system of monitoring and self-evaluation which will help to support continuous improvement.

The effectiveness of leadership and management of the early years provision

Appropriate policies and procedures are in place to protect children. The childminder has completed training in safeguarding and ensures that adults working with her are aware of child protection procedures. All adults working with the childminder have undergone appropriate suitability checks and the childminder ensures that children are never left alone with anyone else. Appropriate steps are taken to keep children safe, including risk assessments of the premises and for different types of outings. Simple safety equipment such as stair gates and smoke detectors are in place to further promote children's safety.

The childminder is able to demonstrate that she is capable of making improvements to the service she provides. Since the last inspection she has addressed all of the issues raised, bringing improvements to documentation and health and safety procedures. However, she has not yet established a rigorous system of self-evaluation in order to fully support continuous independent improvement.

The childminder makes appropriate use of space, to provide children with different areas in which to play, including regular access to the garden. She uses a variety of resources to ensure that children are able to learn through first-hand play experiences. These are rotated as appropriate, to ensure that children are able to continue with something that is interesting them over several days, while also having their play experiences expanded before they lose interest.

All children are cared for in line with their individual needs. In order to achieve this the childminder works with parents to establish children's specific needs as well as their cultural and religious beliefs. This supports her in providing appropriate care as well as helping her to promote an acceptance and understanding of difference and diversity. The childminder establishes a regular exchange of information with parents. She shares a range of written policies and procedures with parents when she first meets them, providing them with a clear picture of the type of care she provides as well as giving the opportunity to ask questions. All relevant parental permissions are obtained, ensuring that the childminder can care for children in line with parents wishes. The childminder is aware when children also attend other settings, such as pre-school, however, she has not yet established a regular, two-way exchange of information with them in order to fully promote continuity.

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

Children are able to make progress in their learning and development. They enjoy a range of activities which are appropriate to their differing ages and stages of development. The childminder's use of space provides children with space to rest and relax, to engage in imaginative and small world play, to play board games and to enjoy a range of craft and messy play activities. Use is made of the garden whenever weather allows, with a range of play equipment such as bikes, scooters,

slide, play house and trampoline, as well as sand and water play.

The childminder has a plan in place for each day, which takes into account the ages and interests of the children she will be caring for as well as ensuring that routines such as the school run are smoothly integrated. The childminder gets children involved in making decisions about what they would like to do next or later that day, for example, choosing whether they want to visit the woods or the park. Children are able to choose freely from the toys and materials which are available to them and the childminder responds to requests for favourite activities. When planning trips and outings the childminder encourages children to get more involved, for example, by choosing which animals they would like to see first when visiting the zoo. This helps children to become more engaged and involved in learning through play and first hand experiences.

The childminder has introduced records of development for some of the children in her care. This includes photographs and descriptions of what children have been doing, with the relevant areas of learning identified. This helps the childminder to build up a picture of the progress children are making and the stage of development they are at. However, she is not yet making full use of this information to inform her future plans for individual children in order to provide them with opportunities which will support them in making steady progress towards the early learning goals in all areas of learning.

Children develop an understanding of safety as they learn how to cross roads safely and discuss the reasons for car seats and restraints when travelling in a vehicle. The childminder has also followed up school activities based on 'stranger danger'. Children are actively involved in developing the simple house rules which are in place, helping them to understand that the purpose of these is to promote their safety and happiness. Children have a good relationship with the childminder, chatting to her openly and asking her lots of relevant questions, demonstrating that they feel safe and secure in her care.

Children are supported in developing good hygiene practices as they understand the reasons for washing their hands and when they need to do so. They have regular opportunities to exercise, both in the garden and around the local area and are beginning to understand the effect that exercise has on their body. Children enjoy a range of fruit and vegetable throughout the day, both as part of snack and meal times. Children also have free access to drinks throughout the day, provided in individual beakers.

Children behave well and this enhances their learning and development opportunities. They are willing to join in and work together, sometimes making group choices about what to do next. Children learn to respect the needs of others and can be observed treating each other with care and respect. Children enjoy opportunities to develop in all areas of learning and as a result of this they are able to develop some of the skills they will need in the future, such as communication, problem solving and numeracy. For example, when trying to making a long train of pull along toys, a child realised some string would be useful, so he asked for this and then worked out the best place to tie the toys together. Children are also able to make sense of the world around them by acting out real life scenarios such as

taking the car to the petrol station. Children are supported in making the transition to school, as the childminder stays with them as they settle in and shares relevant information with teachers about children's starting points.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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