

Inspection report for early years provision

Unique reference number	EY333074
Inspection date	26/03/2012
Inspector	Patricia Champion
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.

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Description of the childminding

The childminder was registered in 2006 and lives with her two adult children. They live in a house in a rural area in Great Wakering, Essex. The whole ground floor of the childminder's house and the master bedroom and bathroom on the first floor are used for childminding. Access is via one step to the front door. There is a fully enclosed garden available for outside play. The childminder occasionally works with an assistant. The family has no pets.

The childminder is registered to care for a maximum of six children at any one time, of whom no more than three may be in the early years age range. There are currently three children attending who are in the early years age range, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children and attends the local carer and toddler groups on a regular basis. She 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 provides a warm and welcoming environment for all children, where they feel safe and secure. Relationships with parents and carers are good, overall. The childminder works closely with them to ensure children's individual needs are recognised and met. Children make good progress in their learning and development, and the childminder continues to develop her planning systems. The required policies and procedures are in place to safeguard children's welfare. The childminder uses self-evaluation effectively to identify strengths and priorities for development to support continuous improvement.

What steps need to be taken to improve provision further?

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

- encourage parents to contribute to the children's development records as part of the ongoing observation and assessment process
- provide a wider range of natural and sensory materials to enable children to explore using their senses.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the childminder is clear about her role and responsibilities. She has completed safeguarding

training, has access to all the relevant literature for reporting any concerns, and has comprehensive policies in place to support her practice. All household members have completed the appropriate background suitability checks. While the childminder is renovating her premises, she makes effective use of risk assessments to help her ensure the areas used by the children are safe, both indoors and outdoors. For example, suitable safety precautions are in place, including a barrier and gate to prevent children from accessing the kitchen. Appropriate fire safety measures are also installed, and a Fire Safety Officer has visited the premises to fit smoke detectors.

The childminder offers an inclusive service, where all families are made welcome. She invests time in getting to know the families well, and has effective systems in place to do this. Any additional needs are discussed with parents. This means that the individual needs of all children can be met, and all children are included fully in the life of the setting. Children see positive images of diversity in the easily available resources, such as the books and toys they handle everyday.

Parents' views are strongly valued, and they have the opportunity to make comments on the care provided. They speak highly of the childminder and really appreciate her kind and gentle manner, and the very good rapport she has with children. Parents are given good information regarding the policies and procedures of the provision and their own child's achievements. For example, activity plans are displayed for parents to read, and daily diaries are used well to share care routines. However, the two-way flow of information is not fully embedded as parents are not yet contributing to the development records as part of the ongoing observation and assessment process.

The childminder evaluates her daily practice effectively and has completed a formal self-evaluation document to drive and sustain continuous improvement. She is realistic and identifies appropriate areas for development that are likely to further improve the quality of the provision. For example, she demonstrates a firm commitment towards improving her knowledge and skills by attending training courses. The childminder acts on advice from her development worker, attends sessions at her local children's centre and meets regularly with another childminder to go on outings and share ideas. She also has well-established links with nearby pre-schools, nurseries and schools to enable easy transitions and continuity in children's care and learning.

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

Children are happy and settled in the childminder's home. They enjoy one-to-one time with the childminder and also play with other children to effectively develop their social skills. Children are well supported by the childminder, who is on hand to guide them when necessary. She has developed close relationships with the children, and their interaction is very positive. She listens effectively to them, asks them challenging questions, and in turn, they respond and approach her with confidence and enthusiasm. Children acquire new skills and vocabulary as the childminder routinely counts and uses numbers and colours during everyday

conversations. Plenty of praise is offered, which encourages children's good behaviour and develops their self-esteem.

Children demonstrate that they are settled and comfortable as they sing a wide repertoire of nursery songs while they play. They show great enthusiasm when the childminder joins them in singing and moving to action rhymes. Children have plenty of opportunities to develop their physical skills in the fresh air through daily opportunities to play in the garden and walks in the local environment. The childminder makes good use of community facilities and various social groups to extend children's intellectual and social skills. Children particularly enjoy going on journeys on the bus into town. They also regularly visit the park to feed the ducks and attend the library to choose books or join in special events.

Children are able to easily reach toys stored in the living room, enabling them to make independent choices about their play. The broad range of toys and activities stimulate children's learning and development. Child-sized tables and chairs enable children to eat and play in comfort. Planning of daily routines is appropriately flexible and responsive to the needs of children. The childminder ensures that she provides a balance of activities throughout the week. However, children do not yet have regular access to natural and sensory materials to enhance opportunities for them to explore using all their senses. Children are making good progress towards the early learning goals. The childminder makes frequent observations about the children's development, highlights their achievements and identifies learning priorities. These development records track children's progress through annotated photographs and are linked to the six areas of learning to ensure they are all covered.

Children's health needs are well supported because the childminder is fully aware of their individual needs. They are well nourished and have healthy appetites and they independently access fruit and drinks at snack times. Children learn about the food that is good for them when they sow seeds and grow vegetables in the garden. They also attend healthy eating sessions at the local children's centre. Children follow good hygiene routines and nappy-changing is undertaken in a sensitive and hygienic manner. They start learning about how to keep themselves safe by learning about road safety on outings and practising emergency evacuation procedures from the premises.

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
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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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