

Inspection report for early years provision

Unique reference number	EY333363
Inspection date	02/02/2010
Inspector	Ann Marie Cozzi
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 is registered to care for a maximum of three children at any one time. She is currently caring for three children in the early years age group and one older child. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her partner and one child aged 11 years in a residential area of Old Harlow, Essex. The whole of the property with the exception of two bedrooms which are not part of the registration is used for childminding. Outdoor play is provided by the use of local parks.

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.

Children's individual needs are known by the childminder this ensures that promotion of their welfare, learning and development is sound. However, there is a weakness in the systems for observation, assessment and planning. Children are on the whole secure in their surroundings because there are some clear systems in place to protect them from harm. They enjoy learning about the local environment and the wider world around them. Partnerships with parents and carers are on the whole sound. There are some weaknesses in the systems for self-evaluation impacting on the identification of clear priorities for development.

What steps need to be taken to improve provision further?

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

- ensure that adults looking after children have appropriate qualifications, training, skills and knowledge; this refers in particular to holding a paediatric first aid certificate (Suitable people; also applies to both parts of the Childcare Register).
- 26/03/2010

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

- re-appraise the current system of risk assessment and ensure they cover anything with which a child may come into contact
- develop further the current systems of observation, assessment and planning to ensure that children's next steps for learning are clearly linked to the Early Years Foundation Stage elements and that this information is used consistently to inform future planning
- maintain a regular two-way flow of information with parents and between

- providers; with particular regard to children's learning and development
- develop a culture of reflective practice, self-evaluation and informed discussion to identify the settings strengths and prioritise for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The childminder has a satisfactory understanding of safeguarding issues. She has undertaken training and has supporting documentation of the procedures to follow should she suspect that any child in her care may be at risk. There are some measures in place to minimise identified risks, however, current written risk assessments do not fully reflect all potential hazards within the home and action taken to address safety issues. For example, children's accessibility to out of bounds areas. There are a wide range of written policies in place which are shared with parents. They include a clear sickness policy which is implemented in practice. This ensures that children's well-being is considered and that they are protected from the risk of cross contamination. However, the childminder does not have a current first aid certificate in place which is a breach of requirements. The childminder is aware of some of the settings strengths and weaknesses although current systems for self-evaluation are weak. This is because she is yet to clearly identify and tackle key areas and drive improvement in order to bring about better outcomes for the children attending.

Since her last inspection the childminder has made some use of training opportunities, for example, she has undertaken one training session. On the whole she has developed positive relationships with parents and carers and regularly shares information about their care needs and well-being. However, there is a weakness in the sharing of information linked to children's learning and development.

The childminder demonstrates a satisfactory understanding of the Early Years Foundation Stage (EYFS) and as a result children are making sound progress towards the early learning goals. Activities and resources generally promote children's independent access to all area of learning. The childminder promotes children's participation by using intonation and facial gestures to spark their interest as a result, children busily engage in the activities provided. The organisation of toys and resources promotes children's ability to make choices and decisions about their own play and learning. There is no bias in practice in relation to gender, race or disability.

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

Overall, children are supported to make sound progress towards the six early learning goals. The organisation of resources and regular outings provide them with a satisfactory range of learning opportunities. This promotes their interest and as a consequence encourages them to begin to develop a positive disposition to

learning. Children have recently begun to be observed by the childminder, however, it is not yet clear how their individual program of learning is planned linked to the next steps in their development within the EYFS curriculum.

Children are beginning to develop an awareness of how to stay safe within the setting with support and guidance from the childminder. For example, they respond well to the childminder when they are given gentle reminders about the possible consequence of their actions. Children demonstrate a feeling of security and confidence in the childminders home. They move around freely accessing toys which interest them and without hesitation seek out the childminder to join in with their play or for comfort and cuddles.

Children are beginning to develop skills for the future. They are supported by the childminder to learn about sharing and cooperating as they develop an increasing acceptance about the needs of others, for example, whilst waiting for their turn to play with a musical instrument. They are developing as confident communicators and use a range of methods such as facial expressions, actions or simple statements and questions to communicate their needs or feelings.

Children display increasing concentration as they engage in activities and develop their problem solving skills. They demonstrate their understanding of variations in size, for example, as they skilfully build a tower out of stacking cups. Children are becoming active learners as they show curiosity when they thoroughly investigate objects and materials such as musical instruments using their senses. Children are provided with daily opportunities to develop their physical skills, for example, on trips out to local parks, during music and movement sessions or when accessing large play equipment at local toddler groups.

Children develop their vocabulary as they listen to stories with increasing attention, mimicking what the childminder says and predicting what happens next. Their communication skills are further developed as they have fun interacting with each other and the childminder, singing a wide range of familiar songs and rhymes. Children are encouraged to learn to count through the daily routine and activities provided.

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 26/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for). 26/03/2010