

Inspection report for early years provision

Unique reference number	EY333452
Inspection date	09/09/2008
Inspector	Jenny Howell
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2006. She lives with her husband and two children, aged six and two years, in a residential area of Chelmsford, Essex. The whole of the childminder's home is used for childminding, with the exception of the main bedroom. There is a fully enclosed garden for outside play. Disabled access may be limited as there is a small step into the house and toilet facilities are upstairs.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for two children, including providing before and after school care. She takes children to local parks, a parent and carer toddler group, shops and other local amenities.

Overall effectiveness of the early years provision

The childminder effectively meets the needs of all children in her care. Each child is recognised as an individual and is supported and included in line with their needs and interests. Children make good progress in their learning and development as the childminder provides an appropriate range of experiences and activities.

Children's welfare is effectively promoted by the childminder who has a good understanding of the needs of the children in her care. A detailed and objective self-evaluation process is in place, covering all areas of the provision, with some areas for improvement identified.

What steps need to be taken to improve provision further?

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

- develop the self-evaluation process to support continuous improvement.

The leadership and management of the early years provision

Effective leadership and management means that all of the requirements of the Early Years Foundation Stage are met. Written records, policies and procedures are of a good quality and are kept up to date to ensure that all children are safe and have their individual needs met. A comprehensive complaints procedure is in place and this is shared with parents. The childminder ensures that she keeps her training up to date, attending courses, such as Food Hygiene which help her to improve and ensure children are safe and well cared for. Daily risk assessments are effective in helping the childminder to identify and eliminate any risks to children. Safeguarding procedures are shared with parents and the childminder has updated her training to ensure she is able to protect the welfare of children. Effective procedures are in place to ensure children stay healthy and the childminder is able to care for children appropriately if they become ill or have an

accident. The childminder organises time, space and resources extremely well to provide children with engaging and stimulating play and learning opportunities which help them make good progress.

A useful and accurate self-evaluation procedure is in place, although while the childminder has identified some areas for improvement no detailed plans are yet in place to use this information to secure on-going future improvement. The childminder has been successful in improving since her last inspection by attending training, obtaining resources and developing her planning to ensure children are well safeguarded, have opportunities to learn about difference and diversity and to more effectively meet the learning and development needs of young children. These improvements have helped to successfully create an inclusive environment where children are effectively safeguarded and their welfare is promoted.

Parents are provided with good-quality information about the setting, both in writing and verbally. They are kept up to date with day-to-day matters and are kept well informed about their child's achievements and progress. During initial meetings parents are encouraged to share as much information as possible about their child and this process continues as the childminder begins to care for them. Parents are helped to support their child's learning at home as the childminder shares planning and topic information with them. The childminder is aware of the other providers delivering the Early Years Foundation Stage to children and is able to make links with them to ensure continuity of learning and care.

The quality and standards of the early years provision

The childminder is effective in promoting children's welfare, learning and development. She supports learning extremely well. By making accurate and detailed observations of what children can do the childminder is able to plan and provide activities which meet children's individual learning needs, though topics such as 'people who help us' which are of interest to children. A good balance of adult-led and child-initiated play opportunities help to keep children engaged and result in them becoming active and inquisitive learners. Planning is of a good quality and effectively supports the childminder in ensuring that every child is able to make good progress in all areas of learning. Children enjoy a good balance of different types of activity throughout each week with opportunities to explore, to play physically, to express their creativity and to develop number and communication skills in plentiful supply.

The childminder makes very good use of her home and the local environment to allow children to learn indoors and outdoors, with regular opportunities to play in the garden and visit the local park. Toys and resources are organised so that children can safely help themselves and the childminder is attentive to children's current interests, ensuring that resources are provided to support these. For example, children taking 'baby' for a walk in the buggy decided to take her shopping so the childminder made the shop toys available to them. A calm and supportive environment helps children learn to play and learn together and as a result of this children greatly enjoy learning.

The childminder is effective in helping children learn about safety. Through regular fire drills, simple house rules and learning safe road crossing while out and about, children begin to learn how to identify dangers and keep themselves safe. Children learn about the reasons for hand-washing and the childminder is sensitive in supporting children as they learn to use the toilet independently.

Children enjoy a variety of activities which help them to learn about a wide range of world festivals and this, combined with a good range of resources, help children to understand the world they live in and develop a sense of respect for others. Children behave well, learning to treat each other with kindness and responding well to requests and instructions from the childminder.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.