

Inspection report for early years provision

Unique reference number	EY335736
Inspection date	22/03/2012
Inspector	Patricia Champion
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 with her husband and two adult children. They live in a house in a residential area in South Ockendon, Essex. The whole ground floor of the childminder's house and the master bedroom and bathroom on the first floor are registered for childminding. Access is via one low step into the front entrance. There is a fully enclosed garden available for outside play. The family keep tropical fish in an aquarium as 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 five children attending who are within 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. She walks to local schools to take and collect children. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 provides a warm and caring atmosphere where children feel secure and enjoy a suitable variety of learning experiences. Children make steady progress towards the early learning goals as the system for observation and assessment is in the early stage of development. The childminder has established helpful communication links with parents to ensure that she has the essential information to provide for the children's individual needs. However, partnerships with other early years professionals are less well established. The necessary procedures that promote children's welfare and safety are mostly effective. The childminder thoughtfully reflects on the practice she provides and is keen to promote improvement of her provision by attending training.

What steps need to be taken to improve provision further?

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

- review arrangements for nappy changing to ensure that they are always suitable and hygienic
- provide more opportunities for children to take the initiative in their learning by reviewing the way that toys and resources are organised and presented
- develop the partnerships with the other settings that children attend in the Early Years Foundation Stage to promote continuity in their learning
- develop a more systematic and routine approach to using observations to plan children's next steps in their developmental progress.

The effectiveness of leadership and management of the early years provision

There are suitable policies and procedures that promote the safe and efficient management of the childminding provision. The childminder is able to deal appropriately with minor accidents and injuries because she holds a current first aid certificate. Children are safeguarded because the childminder has an acceptable understanding of her responsibilities and has now booked to attend relevant child protection training. The adults in the household that come into contact with the children have completed the appropriate background suitability checks. Children's welfare is promoted generally well promoted on the premises and when on outings. Risk assessment is undertaken to ensure that children are protected and potential hazards are minimised. The indoor family environment is very clean, however, there is potential for cross-infection as sometimes the arrangements for nappy changing are not suitable or hygienic.

A friendly and helpful partnership with parents has been established. Written policies and procedures are shared and important notices and certificates are displayed in the entrance hall. There are clear contracts and parents sign all the relevant consent agreements so that they are fully aware of the business and care arrangements. The childminder writes a daily diary for babies to keep parents informed about their day, including information about activities, nappy changes and the food the children have eaten. Parents and children are invited to share their views about the provision. They make very favourable comments and say that the childminder is a very kind and caring person and that they appreciate how the children grow in confidence due to her care. The childminder also has developed friendly links with the nearby nursery. However, systems for sharing observations with teachers are not yet fully embedded to enhance continuity in care and learning.

The childminder finds out about children's interests and capabilities right from the start so that she can meet their individual needs. She has an equal opportunities policy that ensures each child is treated equally and fairly and they are encouraged to accept others differences and learn about diversity within the world. Children are offered a reasonable range of toys and resources each day. Any toys within reach of babies can be safely explored by their hands or mouth. However, children are not always able to take the initiative in their learning by selecting additional play materials that extend their ideas and imagination.

The childminder has evaluated her practice so that she is clear about the strengths of her provision. She has an interest in developing her practice and she has booked to attend training courses and workshops in order to continuously improve the quality of the experience each child receives. The childminder also works with her local authority development worker to ensure that the regulatory requirements are met. Consequently, the recommendations from the last inspection have been suitably met.

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

Children are happy and enjoy their time with the childminder. They confidently approach the childminder for support and clearly have a warm relationship with her as they giggle and laugh while playing. Interaction is sensitive and the childminder responds to the children's requests for hugs and cuddles. Children behave well and learn essential social skills such as sharing, turn taking and the importance of saying 'please' and 'thank you'. They start developing important self-care and independence skills such as putting on their own socks and shoes when getting ready for nursery.

Language is developed when the childminder reads stories and she encourages children to recognise colours and count when they play. Babies have access to brightly coloured toys and they enjoy exploring different textures and sounds. Creative activities are organised and children make models and pictures linked to events and festivals from the religious and cultural calendar. Children find out about nature and observe the changing seasons when they go on walks. They enjoy picking daisies and observing wildlife. Children develop physical skills and take part in energetic movement when playing racing and chasing games at the park. The childminder has just started planning activities that help children make progress in all areas. However, the system for observation, assessment and identifying children's next steps in learning is not yet fully developed to ensure that they achieve as much as they can.

Children are starting to learn about the importance of a healthy lifestyle. The childminder encourages children to adopt good hygiene practices such as taking their shoes off when they enter her home or by using hand sanitising gel before eating. Children eat nutritious meals provided by parents and supported by the childminder. Drinks are readily accessible so that children do not become thirsty. Children's need to rest and sleep is built into their daily routine. Children learn to stay safe when the childminder encourages them to stop, look and listen before crossing the road on the way to and from nursery. There is a written fire plan that details how the childminder would evacuate the children from the premises in an emergency. The childminder is a positive role model and encourages children to be polite and friendly towards each other. Consequently, children are settled and content and are appropriately encouraged to develop the skills they need for the future.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

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

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
---	-----

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