

Inspection report for early years provision

Unique reference number	EY336038
Inspection date	16/03/2011
Inspector	Deborah Kerry
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. She lives with her husband and three children in a residential area within walking distance of schools, shops, parks and the railway station in Kelvedon. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play. Accessibility to the premises is via a step.

The childminder is registered to care for a maximum of five children under eight at any one time, of whom no more than two may be in the early years age range. There are currently two children attending who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 14 years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The childminder walks to local schools to take and collect children. The childminder attends the local carer and toddler group on a regular basis. She is a member of the National Childminding Association.

The family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children's welfare, learning and development are fully supported and that their individual needs are effectively met. The childminder ensures that she works closely with parents and other professionals so that all children's individual interests and needs are fully understood. She has clear systems in place to evaluate her good practice to ensure children's health and safety is fully promoted. She has a range of policies and procedures that reflect her good practice and most documentation is up-to-date and in place.

What steps need to be taken to improve provision further?

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

- ensure that an accurate record of the hours of attendance is maintained for each child looked after on the premises. (Documentation)
- 08/04/2011

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

- update the record of risk assessments to include any assessments of risks for each outing and trips.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding regarding safeguarding children procedures to ensure that their welfare is a high priority. She has attended training to develop her knowledge. The childminder has clear risk assessments in place for all areas and the equipment for both inside and outside of the home. These are reviewed every three months and reflect the childminder's commitment in maintaining children's welfare and safety. She undertakes checks at the beginning of each week on her home and garden to ensure that children's safety is maintained. A risk assessment for outings in general is completed to promote children's safety when away from the home. However, potential risks have not been clearly identified for each outing to ensure that children are protected from possible dangers. The childminder ensures that the premises are secure and children cannot leave them unsupervised. Children practise evacuation procedures each month and fire equipment is checked regularly. This is effective in helping them learn how to keep themselves safe in an emergency and she ensures that a record is kept in-line with statutory requirements.

The childminder has developed excellent relationships with the parents of minded children which helps them feel settled and secure. She keeps parents fully informed about their child's learning and development through both daily written and verbal feedback. The childminder has a range of policies and procedures to support her good practice which she shares with parents. Children's progress records are shared and discussed with parents and they add comments on their child's achievements at home to the childminder's comments book which is always available. This reflects parents involvement with their children's learning and ensures that the childminder is kept fully up-to-date with any changes. The childminder has discussions with other practitioners at settings minded children attend to exchange information on their learning and development needs. The childminder writes plans for outings and activities around children's individual interests each week to support continued progress in their learning. She works closely with other professionals so children's individual developmental needs are continuously supported to enable them to reach their full potential.

The childminder has implemented procedures to support the learning and development of children in the Early Years Foundation Stage well. Parents provide positive written comments on the care and learning that the childminder offers their children. The childminder uses this information to implement any changes or suggestions to improve her practice. She has evaluated her practice and identified further training for her personal development to maintain continuous improvement and benefit children. There is a range of policies and documentation in place for the safe and efficient management of the provision. However, daily records on the hours children attend do not reflect this which is a breach of the welfare requirements.

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

The childminder provides a range of foods for snacks and meals and ensures that parents wishes are respected regarding children's individual dietary requirements. Children have a good understanding of personal hygiene, as the childminder supports them with hand washing before eating. The childminder has clear procedures in place to promote children's health and medical needs effectively. Children have individual hand towels on named pegs. This helps to prevent the risk of cross infection and increases their understanding that print carries meaning. Children access the garden and are taken on regular walks and outings to promote their physical development effectively.

The childminder has developed her practice and plans a range of weekly themes for children to support their interests and extend their learning. Through regular evaluation of activities she is able to identify the next step in children's learning. She ensures these are included on weekly plans so that children are all fully supported and make good progress in their development. Children undertake a range of activities to improve their knowledge of different cultural festivals during the year. Children access resources that reflect positive images on diversity to help develop their understanding of others. Each child has their own progress records that include regular observations the childminder undertakes. These observations are clearly linked to the six areas of learning through a colour coded system to show that children receive a broad and balanced curriculum.

Resources are set out in boxes and labelled with pictures of their contents. This enables children to make choices and self-select resources to meet their individual interests and learning needs. The childminder is fully involved with the children and ensures that they get the best from activities provided and make good progress. Children help at tidy up time which encourages them to learn about being responsible and care for resources and their environment. Children communicate well with the childminder and each other and through effective questioning by the childminder they develop their thinking skills. Children use pencils to draw and colour to help improve their hand and eye co-ordination and early writing skills. Children's dexterity is supported as they cut, roll and shape the play dough with available tools. They talk about what they are making with the childminder and create faces. They are able to name the parts they make which enhances their understanding of the human body. Children enjoy regular outings in the local community which helps to develop their understanding of the world around them and their environment. They look out of the window and talk about what they can see and how things are being blown about by the wind. This shows that children are learning about the natural world.

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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