

Inspection report for early years provision

Unique reference number	EY342997
Inspection date	10/06/2011
Inspector	Lynn Hughes
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 two children aged 14 and 18 years in Rowhedge, near Colchester, Essex. The whole of the ground floor of the property is used for childminding. The childminder takes and collects children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child attending on a part time basis who is in the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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 meets children's welfare, learning and development needs to a good standard. She knows the children well and works effectively with their parents to continuously update information on their likes, interests and dislikes. Children participate in an interesting range of activities which help them to make good progress across all areas of learning. The childminder has systems in place to enable her to work in partnership with other early years provisions and effectively evaluates her provision to enable her to continuously improve her provision for children.

What steps need to be taken to improve provision further?

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

- use information gained from observations consistently when planning for children's next steps in their learning and development towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder's secure knowledge of safeguarding children ensures that the children in her care are well protected and remain safe and secure at all times. All adults the children have regular contact with are vetted and proof of their clearance is held on file for inspection. The childminder keeps her safeguarding knowledge up-to-date through training courses and by subscribing to relevant childcare publications. The environment in which children play and learn is well organised and safe as the childminder conducts regular risk assessments and daily safety checks.

Since the childminder's last inspection she has completed a range of appropriate courses including a Diploma in Home Based Childcare. The reflective practice element of these course has encouraged her to build into her setting, provision for reviewing and evaluating her working practices. She seeks feedback from parents to assist in this process and talks to the children about what they enjoy doing when they visit her. The childminder has some plans for the future which will further improve the outcomes for children, these include using her rear garden to provide children with opportunities to participate in freely chosen outdoor play.

Children develop knowledge of other people's differing needs through a well stocked range of appropriate books, resources and play materials. They participate in some festivals and special occasions which enable them to discuss and explore a range of customs are accessible to children as the childminder presents them in low level storage boxes within the lounge and dining room. Children are knowledgeable about the range of equipment available and confidently ask for items which are not readily accessible. The childminder supports children's learning well by ensuring that she is on-hand at all times to extend their thinking and facilitate their learning.

An effective working relationship with parents ensures that the childminder is kept up-to-date with any changes in the children's home lives as well as providing parents with useful information about the children's day and progress. The childminder works in partnership with the local pre-school and school, sharing relevant information with them regarding the children's achievements and involves them in planning for children's future learning.

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

Effective procedures ensure that children's welfare, learning and development needs are appropriately met. Children enjoy their day with the childminder, participating in a good range of planned and freely chosen activities. For example, they arrange cars and vehicles on the large road track floor mat presented in the lounge. They build a house for the 'small-world' figure horse, ensuring that it is large enough for him to stand up in and also to accommodate some of his other animal friends, such as chickens and sheep. A sand tray full of brightly coloured dried rice provides an exciting hiding place for buried treasure, 'green gold' lay hidden in the depths of the tray and is proficiently harvested by the children. The rice and tray it is presented in also provides a fun place to run cars and other vehicles through, parting the rice particles to make a track. The childminder is knowledgeable of the children's interests and provides activities based around these to encourage the children to make progress in their learning. For example, a love of horses promotes a range of activities along a horse theme which provide opportunities for children to develop their communication, language and literacy skills, to be creative and to consider shape, measurement and numeracy. The childminder observes children's play and learning and records her observations in daily diaries and learning journeys. She uses the information from her observations to share with parents and is beginning to use them to identify children's next

steps in learning, however, at present this is not well evidenced.

Children are provided with good opportunities to develop their understanding about keeping safe and healthy through lively discussions with the childminder and through appropriate activities. They know that it is important to be considerate of each other and to follow the simple house rules which older children help to devise and record on hand-made posters. Children behave in ways which show that they feel safe and secure within the provision, for example, they move confidently between the ground floor rooms, access the bathroom independently and approach adults with ease. Children enjoy a healthy diet during their day. They are offered fruit and vegetables as well as a range of breadsticks and other healthy snacks. They have access to fresh drinking water at all times and know that it is important to remain well hydrated.

Children are settled and comfortable within the childminder's care. They talk confidently and re-tell real and imaginary experiences, sharing their conversation with the childminder, other children and the childminder's family. Children's self-esteem is actively promoted by the childminder who offers them praise and encouragement and values their ideas and suggestions. For example, she asks their opinion regarding the size of the building being constructed to house the toy horse and agrees with their decision to add another layer to ensure that the horse can stand up. Opportunities are created throughout the day to encourage children to develop skills for the future, for example, they learn about numbers, shapes and measurement through a range of activities and visual images presented around the setting. They participate in cooking activities which provide them with opportunities to weigh and measure ingredients and to observe the changes which take place during the cooking process. They are able to become sociable young people as they have opportunities to attend toddler groups, pre-schools and other social events within the local community.

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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