

Inspection report for early years provision

Unique reference number	EY349209
Inspection date	11/03/2010
Inspector	Sandra Daniels
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 2007. She lives with her husband and three children aged 11, nine and four years in South Ockendon in Essex. The childminder works together with her husband, who is also a registered childminder. The whole of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of eight children under eight years when working with her co-minder. There are currently a total of seven children on roll, four of whom are in the early years age group. The family has a dog as a pet. The childminder drives or walks to local schools to take and collect children. She attends the local parent and toddler group. The childminder is a member of the National Childminding Association (NCMA), and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder establishes strong partnerships with parents and other providers to ensure she meets the needs of the children effectively. The children are making good progress overall with their learning and development and the childminder has developed good skills in using the Early Years Foundation Stage framework to support them. The childminder reflects on her working practices and is keen to pursue further training options. She is currently working towards a recognised Level three qualification in childcare. The childminder shows sensitivity to the children she cares for and this helps to promote their sense of belonging and inclusion.

What steps need to be taken to improve provision further?

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

- develop further the systems for self-evaluation in order that parents/carers and children can contribute to the process in a meaningful way
- develop further the systems for recording children's achievements and progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a secure knowledge about child protection procedures and a good knowledge about possible signs and symptoms of abuse or neglect. She has attended training in safeguarding children and is fully aware of her role and responsibility in this regard. The childminder holds a current paediatric first aid qualification and is confident in her ability to deal with minor accidents and medical emergencies. A comprehensive risk assessment identifies potential hazards in the

home and on outings and is effective at eliminating and minimising these risks to ensure children remain safe and secure. Toys and equipment are of good quality and are safe for children to use. Children can access resources freely and independently, encouraging them to make choices and to become self-assured. All required records and documentation is maintained in a well organised manner and remains confidential.

The childminder has successfully identified areas for future improvement through evaluation and reflection and communicates with parents regularly to ensure they are happy with the provision she offers their children. Parents are very happy with the provision, although they and their children are not always fully involved in the evaluation process, with specific regard to the requirements of the Early Years Foundation Stage. The childminder communicates with parents each day and additionally invites parents to discuss their child's placement at times convenient to them. The childminder shares the children's individual records with the parents and they are encouraged to contribute to them, for example, when children take home 'Bobby Bear'. The childminder cares for children who attend other early years provisions and has developed effective working partnerships with them to support consistency and to ensure that children's needs are fully met. Strong systems are in place to ensure that all children are fully included in all aspects of the setting. For example, children who are learning English as an additional language are very well supported in this, in the knowledge that their first language is also acknowledged and respected.

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

The childminder offers children an enabling environment as the main play areas are well organised spaces with some of children's art work displayed on the walls, alongside colourful and informative posters. Children have clearly developed a sense of belonging in this setting. Children show good levels of confidence as they move around the play lounge, kitchen/diner and the outside play areas, making decisions about their play. The interaction between the children is lively. The childminder fully promotes sharing the play equipment and valuing each other's achievements and this, along with consistent praise, results in very good behaviour. On receiving praise for helping to tidy up, children say 'Yes, we can get a sticker now!', and they do.

Through good conversation with the childminder and routine activities, children are developing well with their language and communication skills. Children really enjoy using the finger puppets as they imitate different animal sounds and hear from the childminder names of more unusual animals. Numbers and colours are a regular part of young children's day and the childminder maximises on every opportunity through play and routine activities such as finding two trucks the same colour, to support children to consolidate their knowledge.

Children are learning about their immediate environment through discussion, activities and regular trips out of the setting as they visit the local park and the nearby play settings. They discover how a caterpillar changes into a butterfly as

they watch the change process after putting real caterpillars into a special net house. A favourite activity is planting bulbs. Children watch their amaryllis grow from a bulb and learn that it needs sunlight and water. When playing with 'gloop' children use descriptive language to express how the substance feels. For example, they say that it is lumpy and cold and that it looks like rain drops as it falls from their fingers.

The childminder organises and plans many activities and displays a good knowledge of the six areas of learning. Her long, medium and short-term planning helps her focus on different activities and resources to ensure an ever changing environment. The childminder makes meaningful observations of children's achievements and progress and links these effectively to areas of learning in the Early Years Foundation Stage. However there is not yet a systematic method to illustrate that children are making steady progress in all areas of their development. The childminder displays a good knowledge of individual children and effectively challenges all children through play and discussion.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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