

Inspection report for early years provision

Unique reference number	EY365385
Inspection date	18/05/2009
Inspector	Jane Davenport
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 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 2007. She lives with her 12 year old daughter in a first floor, two bedroom flat, which is situated in Loughton, Essex. The whole of the childminder's premises are used for childminding and there is a fully enclosed garden available for outside play. Access to the premises is via a flight of stairs.

The childminder is registered to care for a maximum of six children under eight at any one time and is currently minding one child in the early years age group on a part-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and attends local parent/toddler groups. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder creates a very warm and welcoming environment for children, where enjoyable activities and a wide range of resources promote all areas of their learning. She has developed strong relationships with parents and carers, which enables her to have a good understanding of the children's individual needs and to ensure parents have comprehensive information about the provision. The childminder is aware of her strengths and areas for improvement and is beginning to consider methods for effective self-evaluation in order to maintain and improve the good quality of care she provides.

What steps need to be taken to improve provision further?

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

- develop the assessment arrangements by matching observations of children to the expectations of the early learning goals
- further develop a culture of reflective practice and self-evaluation

The leadership and management of the early years provision

The childminder has a positive approach to continual improvement and professional development. She has not yet developed formal systems for self-evaluation, but still demonstrates a sound understanding of her strengths and areas for improvement and this contributes to her capacity to maintain continuous improvement. She utilises regular training opportunities and holds current first aid and food hygiene certificates. Inclusive practice is promoted so that all children have their welfare and learning needs met and achieve as well as they can.

Parents are provided with good quality information about the early years provision. They receive a copy of the policies and procedures, including the complaints

procedure. Parents are well informed about their child's achievements and progress on a daily basis and are encouraged to share what they know about their child. Lots of photographs and children's work are displayed for parents to see, however, these are not currently linked to the six areas of learning. The childminder liaises with other providers to ensure progression and continuity of learning and care, for example, sharing observations with the children's teachers at school. Privacy and confidentiality is maintained.

All required policies and procedures are in place to protect children and promote their welfare. The childminder has a good understanding of the main categories and possible indicators of abuse and is confident about how to address any child protection concerns.

The quality and standards of the early years provision

Children are happy and content in the childminder's home. Friendly and caring relationships are evident and the childminder sees to the children's needs with kindness. Children are purposefully engaged in suitable activities and receive lots of warm praise for their achievements, for example, they are interested in books and their language is developed well. Through the sharing of stories they are learning to read simple texts, sounding out the letters phonetically. The childminder is committed to providing an environment that is fully inclusive. Children are introduced to traditions and celebrations throughout the year, helping them to understand diversity and the wider world in a simple, fun way; as a result, they are developing a positive awareness of people's differences. Children behave well as the childminder has a consistent approach to managing their behaviour. Explanations are offered as to why certain behaviour is not acceptable and children are given lots of praise and affirmation when they behave well.

Children's good health is promoted through following effective hygiene routines and eating healthy and nutritious meals and snacks, such as strawberries, grapes, blueberries, salads and wholegrain sandwiches. They benefit from very good opportunities to explore and investigate the outdoor learning environment; they run, jump on the trampoline and plant sunflower seeds in the enclosed rear garden and enjoy walks in the local nature reserve and woodlands. Children talk freely, often initiating conversations, knowing that the childminder will listen to them and respond appropriately. Their independence is fostered as they learn to manage their personal hygiene, meet people in the local community and help with routine tasks, such as laying out the plates and cutlery at meal times. The concept of simple addition and subtraction is reinforced as children count out tomatoes onto their plates and then state how many are left as they eat them one by one.

Children's welfare is promoted effectively. The childminder ensures that children are cared for in a safe environment by carrying out regular risk assessments. Toys and resources are in good condition. Children have ample choice within easy reach, to make decisions about their play. The childminder has a varied selection of toys and equipment, which are well sorted, stored and rotated each week to provide interest and variety for the children. The childminder has a sound

knowledge of child development and is able to plan suitable activities to encourage children's progress through all areas of learning.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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