

Inspection report for early years provision

Unique reference number	EY367673
Inspection date	24/10/2008
Inspector	Ann Marie Cozzi
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 husband and child aged two years. They live in a first floor maisonette in a residential area which, is within walking distance of schools and shops in Waltham Abbey, Essex. The whole of the premises are used for childminding. The childminder provides outdoor play opportunities by the use of local parks. There is a ramp access leading to the property, although, there is a step down in order to enter the property. The childminder has a pet cat and dog.

The childminder is registered to care for maximum of five children at any one time and is currently minding four child under five years, part time, who are within the Early Years Foundation Stage (EYFS) and one child over five years, part time, who is within the compulsory childcare register.

The childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a warm and caring environment where children feel secure and enjoy a satisfactory range of learning experiences. The childminder finds out from the beginning of children's placement their routines, likes and dislikes and some of their capabilities. This assists in enabling her to provide enjoyable learning and development experiences to meet each child's individual needs. The childminder is keen to promote improvement this is promoted by some insightful reflection of the service she provides. Most of the required documentation that promotes children's welfare is in place.

What steps need to be taken to improve provision further?

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

- develop risk assessments to ensure that they cover anything with which a child may come into contact and take action to minimise these: maintain a record of these particular aspects and when and by whom they have been checked
- develop sensitive observational assessment in order to plan to meet young children's individual needs.

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

- put in place a written procedure for dealing with concerns and complaints from parents and keep a written record of complaints and their outcome (also applies to the Compulsory Childcare Register).

31/10/2008

The leadership and management of the early years provision

The childminder has undertaken all required training and appropriate checks. She has developed a wide range of written policies and procedures which are implemented in practice. However, information regarding complaints is not effective in ensuring that parents and carers are made fully aware of the procedure. The organisation of the provision is satisfactory and the childminder demonstrates a sound understanding of her role and how to promote children's welfare within the Early Years Foundation Stage. Since registration the childminder has undertaken an ongoing informal review of her provision this self reflection and evaluation promotes continuous improvements.

Some systems are in place to keep parents and carers informed about their children's achievements. These include some individual observations and named areas of development depicted in photographs of children at play, informal discussions about care issues and how children have spent their time with the childminder. Systems are developing regarding liaison with other providers delivering the Early Years Foundation Stage; this will promote continuity of children's care and learning.

Children are safeguarded because there are suitable child protection policies in place which are understood by the childminder. She is aware of her responsibilities to protect children through her practices, which include her awareness of child protection issues. Most records are accurately maintained, although, risk assessment does not cover everything which a child may come into contact with as required. The good health of children is promoted through the daily routine for example, children are provided with daily snacks of fresh fruit.

The quality and standards of the early years provision

The childminder provides a warm and caring atmosphere where children feel secure and enjoy a satisfactory range of learning experiences. All children make some progress in their learning and development. This is because the childminder has a satisfactory understanding of the Early Years Foundation Stage and how children learn and develop through play. She ensures that activities are accessible to all children and that they are non-stereotypical, for example, cooking, role play and craft. The childminder makes observations of the children, although, this information is not used effectively in order to assess their next steps in learning and to inform the planning of future activities to ensure they promote children's ongoing developmental needs

The childminder finds out from the outset children's routines, their likes and dislikes and some of their capabilities. This enables her to provide some enjoyable learning and development experiences to meet each child's individual needs. Policies and procedures are sound and inclusive for those children who attend and understood by, all parents. The childminder works in partnership with parents and others which contributes to meeting children's individual needs. Positive behaviour is promoted with the use of clear and consistent boundaries and strategies which are appropriate

for each child's level of understanding and maturity. This in turn encourages children to begin to behave in ways that are safe for themselves and others. They are developing positive attitudes as inquisitive and active learners, developing an understanding of the wider world which is demonstrated through their play and communications.

Children are provided with activities and play experiences that assist in promoting their enjoyment of learning. For example, daily opportunities are organised to enable all children to take part in physical activities. Older children use bikes and climbing apparatus during trips to local parks and babies are encouraged to become mobile in the home as they explore the space around them. This contributes towards developing their understanding of the benefits of exercise and physical activity. Children are encouraged to adopt healthy habits such as making healthy choices from the range of fresh fruit provided and the introduction new and healthy options in their diet. Language is developed through singing songs, sharing stories and general discussions throughout the day. The childminder uses facial gestures and intonation in her voice to help younger children develop interactive communication skills. She talks to children about numbers, shapes and colours whilst indoors and out and about. At times children are able to work both independently and in co-operation with the childminder. They are active learners this is in part promoted by the organisation of routines as it provides them with some opportunities which enable them to make choices and decisions independently.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

Leadership and management

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

Quality and standards

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

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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report.

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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.