

Inspection report for early years provision

Unique reference number	EY370295
Inspection date	08/10/2008
Inspector	Jill Nugent
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 registered in 2008. She is registered on the Early Years register, the compulsory part of the Childcare Register and the voluntary part of the Childcare Register. She lives with her husband and two children, aged two and six years, in a house in Harlow. There is good access to the house at ground level. The whole of the house is used for childminding and there is a fully enclosed garden for outdoor play. The family has a pet cat and rabbit.

The childminder is registered to care for a maximum of four children under eight years at any one time. Currently she is minding two children within the Early Years Foundation Stage and one child on the childcare register. The childminder travels to local schools to take and collect children. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder provides a welcoming environment for children in her home. There is good access to resources and activities and the childminder's involvement in their play encourages all children to enjoy and achieve. She is attentive to their well-being and promotes children's welfare well although some support systems are not yet fully in place. Her self-evaluation enables her to make good use of her strengths in providing effectively for children and also to focus on areas for improvement.

What steps need to be taken to improve provision further?

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

- develop a system for using observations of children's development to plan activities that meet children's individual learning needs
- make sure that effective systems are in place to ensure the individual welfare needs of children are met at all times
- ensure that a risk assessment is carried out for all outings.

The leadership and management of the early years provision

The childminder has all the necessary documentation in place and ensures that information about children is kept in a secure place. She has completed her initial childcare training and attended extra training in relation to safeguarding children. All adults living in the house have been vetted and there are clear procedures for dealing with any concerns about children. The childminder has good relationships with parents and carers. She prioritises verbal communication on a daily basis so that parents are kept up to date with daily events. She works closely with them for the benefit of the children, for example, liaising about particular dietary needs. In conversation she finds out about children's progress at home so that she can build on this whilst they are in her care.

The childminder has organised her home so that children have sufficient space to play indoors and are able to play outdoors, on the covered decking, in all weathers. Since registration she has developed her knowledge and understanding of the Early Years Foundation Stage and is at present learning about ways of observing and planning for children's learning. She has begun to evaluate her provision in detail and to collect ideas for further improvement. Her commitment to accessing training opportunities helps her to provide appropriate care and activities for children and to continually develop her practice.

The quality and standards of the early years provision

The childminder provides an attractive and interesting learning environment for children in all age groups. She sits with young children as they explore resources, promoting a relaxed atmosphere as she talks calmly with them. She takes opportunities to encourage their learning, for example, selecting toys that suit their stage of development and asking questions to encourage them to think. Very young children are content to explore independently and sometimes have fun with the childminder, for instance, when exploring musical toys. They gain self confidence through her involvement in their play. The childminder takes young children to several playgroups during the week where they can mix with others and participate in a variety of activities. This helps them to develop social skills and engage in different learning experiences. Older children receive help with their homework after school and in this way are encouraged to extend their learning.

The childminder develops close relationships with the children she minds and has noted areas in which they have made progress in their learning. She is in the process of setting up learning journals for children to show evidence of their development over time. However, she does not yet have a system in place for using these observations to focus her planning of play activities in order to meet children's individual learning needs. She has a sound understanding of the areas of learning and encourages children to participate in activities which reflect these different areas. For example, children enjoy outdoor play in the garden, and walks to the local park, encouraging an awareness of the natural world and offering opportunities for physical activity. Children learn to behave appropriately at all times as the childminder is firm in her approach and ensures that they are aware of their boundaries.

Children's welfare is generally promoted well within the setting although young children sometimes have to wait for attention when their individual needs conflict. The childminder has appropriate procedures in place with regard to health and safety. By carrying out risk assessments in her home she ensures that children are safe on the premises but this has not been extended to include a risk assessment of any outings. She encourages a healthy lifestyle in relation to diet and hygiene. Children develop an awareness of personal safety, for example, older children are reminded to take extra care when playing near to very young children. They learn to make decisions for themselves through being offered choices of play activities in both the living room and an extra playroom.

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.	Good

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?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

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?	Good
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?	Good
How well are children helped to make a positive contribution?	Good
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:	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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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.