

Inspection report for early years provision

Unique reference number	EY382075
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2008. He lives with his wife and three children aged 11, nine and four years in South Ockendon in Essex. The childminder works together with his wife, 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 his 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. He 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 has a secure understanding of children's individual needs and the Early Years Foundation Stage learning, development and welfare requirements. This results in children making good progress towards the early learning goals. The childminder provides a range of activities both in the home and through local outings which enable children to access a variety of play experiences which promote all areas of learning. The childminder is clear about areas of his provision he would like to develop and demonstrates a commitment to continuous improvement through ongoing training and professional development. He has built close working partnerships with parents to ensure he offers an inclusive service where he meets children's individual needs well.

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

Children are safeguarded effectively as the childminder has a secure understanding of the signs and symptoms of child abuse and what action he needs to take if a concern arises. He has the necessary information to hand to support a referral, and a comprehensive safeguarding policy and procedure is shared with parents. The partnerships with parents and other providers delivering the Early Years

Foundation Stage are particularly strong. Parents are kept extremely well-informed through daily discussion, detailed daily diaries, written policies and informative newsletters about forthcoming topics and events. Every effort is made by the childminder to engage with other providers so that information can be shared. As part of the self-evaluation process, parents' views on the quality of the provision are sought and acted upon. However, this is not always sufficiently linked to the specific requirements of the Early Years Foundation Stage learning.

The childminder is well-organised and shows an increasing awareness of the Early Years Foundation Stage framework. He is currently working towards a recognised level three qualification in childcare. He maintains clear and up-to-date records and procedures which ensure children remain safe in his care. Confidentiality of these records is strictly maintained, and children's arrival and departure times are recorded accurately, helping to support children's safety in the event of an emergency. The childminder has made good progress since registration to reflect on his working practises. He has clearly identified areas for improvement such as developing the outside play area to provide children with a place to plant and grow vegetables.

Resources and equipment are of good quality and well matched to the ages and interests of the children currently attending. All children enjoy independent and safe access to all toys and can, therefore, make choices and decisions about their play. There are effective systems in place to ensure that children with special educational needs and/or disabilities receive the support they require in order to achieve and progress.

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

Children build good relationships with the childminder, his wife and co-minder and their family and are comfortable and happy within the setting. Their welfare, learning and development opportunities are met through a broad range of activities. For example, children develop their own role-play scenarios with the childminder; they pretend they are going on a car journey together, sitting closely on the floor and squealing with glee as they negotiate bends in the road, tipping to the side together. In the garden, children play with balls, developing the skills of throwing and catching. They go with the childminder for nature rambles in the nearby woods, talking all the time about what they see. The childminder knows each child very well and is, therefore, able to provide them with resources and play opportunities that he knows they like. Children benefit from the childminder's understanding of the Early Years Foundation Stage and learning and development requirements as he plans activities, completes observations and assessments and identifies areas where he can assist them in making developmental progress. Although meaningful and appropriate observations are recorded, the systems for recording children's achievements and progress are in their infancy. Children enjoy participating in creative activities and draw their faces in the 'gloop'. There are some activities and resources available that promote the local community, natural world and other cultures to children. They celebrate various festivals together, dressing up and tasting foods from other cultures, providing them with a greater

awareness of the wider world. Children are supported in developing their independent skills through being encouraged to put on their shoes and using the toilet with minimal assistance. Children can easily access a selection of resources and this supports their independence and allows them to make their own choices. Photographs of the activities children enjoy are added to the children's 'Learning Journeys', showing their achievements and these are used alongside other observations the childminder makes.

Children learn about the importance of maintaining a healthy lifestyle as they follow good hygiene routines, such as washing their hands at appropriate times. To further support their understanding, they sing the 'hand washing' song with the childminder. Children behave well in the setting as they respond to the praise and encouragement they receive from the childminder for being helpful and kind. They follow the good example set by the childminder and are well-mannered and polite.

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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