

Inspection report for early years provision

Unique reference number	EY382265
Inspection date	17/06/2009
Inspector	Suzanne Joyce Stedman
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and three children aged four, five and 10 in Prittlewell, Essex. The whole of the childminder's home is used for childminding and the home is accessed via a step to the front door. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently caring for two children aged five and 11. The childminder walks to local pre-school to take and collect children. The family has no pets.

The childminder supports children with learning difficulties and/or disabilities. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder provides interesting experiences for children in the Early Years Foundation Stage (EYFS). She creates a safe and welcoming environment to ensure all children are included and enjoy their time in the setting. The professional approach which the childminder presents contributes successfully to the development of good relationships between herself, parents and school enhancing the welfare of the children. She keeps good records which are available to the parents and also provides the parents and children with six monthly questionnaires. Copies of these completed by children and parents are all very positive. She has developed links with other settings delivering the EYFS to minded children. The childminder has completed a self-evaluation of her service, which is available in hard copy. She has completed first aid training and the introduction to childminding practice.

What steps need to be taken to improve provision further?

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

- develop activities and resources to enhance children's understanding of similarities and differences.

The leadership and management of the early years provision

The childminder has produced a good range of policies and procedures which are available on the premises. Her professionalism has led to her providing a stimulating and welcoming environment for the children with good care, education and support. Photographs of the children at various venues give children a sense of belonging. The arrangement of the equipment in the playroom ensures children can freely access resources, which leads to using their own initiative to instigate play both inside and out. The childminder has identified that additional resources

are required to show children examples of similarities and differences. Inclusion and integration of all children is enhanced as children's individual needs are well met. Copies of the policies and procedures are presented to parents along with her complements and complaints book.

Children are safeguarded in this setting because the childminder has a good understanding of child protection procedures and signs and symptoms of abuse. She has a copy of the up to date safeguarding booklet. She ensures children are supervised and kept safe at all times. She provides parents with a copy of her policy to keep them informed of her responsibilities and is highly aware of her role in protecting children from harm and acting on any concerns to continue to safeguard them.

Parents are encouraged to share what they know about their child and are well informed about their progress at the childminder's through regular conversation and children's assessment records. Partnerships with parents are very effective and links with the school are good as the childminder's own child also attends the same school as minded children. Risk assessments are very thorough and children's welfare is promoted very well.

The quality and standards of the early years provision

The childminder supports learning well, enhancing children's ability skilfully. The resources provided are good. There is planned, purposeful play and exploration on site in side and out. With a good balance of adult-led and child-led activities. Information from observations and assessments is used to ensure that children achieve tasks. The children receive an enjoyable experience across the areas of learning. Photographs and observation sheets show a variety of play is enjoyed by the children. For example, playing tennis in the garden, making Father's Day cards and helping to cut pineapple into shapes such as, hexagons, oblongs, triangle and squares. Next steps are recorded on an observation sheet to help plan for the children's next steps. The childminder continually carry's out effective self-evaluation of her service identifying areas of improvements and development.

Children develop a positive self-awareness. They are aware of how to behave and are eager to learn in stimulating surroundings. Children enjoy playing with a variety of suitable play materials both inside and out and are helping with a vegetable patch where they are growing, courgettes, carrots, runner beans, tomatoes, chilli peppers, mint and parsley. They enjoy picking the herbs to add to their food. Celebrations and festivals are planned into the adult-led activities to enhance children's awareness of the wider world. The childminder has identified this is a area for improvement to include further examples of similarities and differences. Children are encouraged to be active and healthy, developing competent skills of control and manipulation.

Children's good health and well-being is well promoted. The childminder teaches children to behave in ways that are safe for themselves and others. Home is risk assessed and suitable for the purpose. Children enjoy their learning, making good progress towards the early learning goals. For example while children were writing

inside their Father's Day cards they were encouraged to use phonetics to spell out the words they wanted to use. The childminder is aware to ensure children make progress in communicating when caring for children with additional languages.

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

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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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