

Inspection report for early years provision

Unique reference number	EY384873
Inspection date	18/05/2009
Inspector	Anne Daly
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 partner and eight-year-old child in a residential area on the outskirts of Braintree, Essex. The whole of the premises, accessed by two steps, is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for five children at any one time, with three part-time children within the early years age range currently on roll. She also offers places for children on both the voluntary and compulsory parts of the Childcare Register. She walks to the local school and pre-school to take and collect children. She takes children to toddler groups, library and parks. She can support children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The childminder 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 has a good knowledge of each child's individual needs to enable her to plan effectively for the promotion of their welfare, learning and development. She is developing her assessments of children, recognising the uniqueness of each child. She has positive relationships with parents, although they are not fully involved in contributing to their children's assessment records. She reflects on her care practices to ensure continuous and targeted improvements to her provision.

What steps need to be taken to improve provision further?

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

- use assessments to plan for the next steps in a child's developmental progress
- ensure that parents regularly review their children's progress and contribute to their learning and development records.

The leadership and management of the early years provision

The childminder provides a warm and welcoming environment for all children and is focused on helping them to make good progress in their learning and development. During settling-in periods, she ascertains as much as she can about the children from their parents or carers to enable her to plan effectively for their individual needs. She plans their daily learning, although she is only starting to use observations and assessments of children's progress to plan for their next steps in learning. She has attended the required childminding training and is proactive in using current childcare publications for the benefit of children.

The childminder maintains the required records to ensure that the needs of children are met, including clear contracts and signed parental consent forms to enable her to promote their welfare. She has completed paediatric first aid training to enable her to appropriately care for children in the unlikely event of an accident. She maintains systems for recording accidents and medication requirements to ensure that children's health related issues are correctly handled.

She recognises the importance of good working relationships with parents and carers by providing them with a range of relevant childcare publications and copies of her written policies and procedures supporting the efficient daily management of her setting. At the end of each day, they receive a written information sheet and verbal feedback about their child's day in her care. This information ensures that she gets to know children and their families well to enable all to feel included. She has involved parents and carers in evaluating her service by sending out questionnaires seeking their opinions on her care and education provided for their children.

Children are safeguarded through their childminder having a satisfactory knowledge of the indicators of abuse and neglect and an awareness of the correct procedures to follow if she has any concerns about their welfare. Through self-evaluation, she has identified the need to attend safeguarding training for the benefit of children. Appropriate age and stage risk assessments ensure that children remain safe and secure inside her home, while playing under supervision in her enclosed rear garden and while taking part in outings. She has given careful consideration to choosing equipment to have the most impact on children's learning and development.

The quality and standards of the early years provision

Children are making good progress towards the early learning goals through the childminder ensuring that they are happy, secure and confident to try out new things. They feel a good sense of belonging in the childminder's home by seeing their creative work displayed in the playroom and by having low-level coat hooks on which to hang their possessions. The childminder is knowledgeable about children's learning styles and aware of what particularly interests them. She develops child-led activities, for example, by providing them with warm soapy water and a sponge to wash their cars when they say that they are dirty. Her activity planning is linked to each area of learning within EYFS and wall displays of weekly plans by the front door ensure that parents are kept well informed. She has systems for observations and recording of activities, but these assessments are not being fully utilised to plan for the next steps in a child's developmental progress and to ensure parental involvement. She recognises that some children may have learning difficulties and/or disabilities and demonstrates a positive attitude to ensure that all children and families feel included, safe and secure.

The play environment enables children to make choices about their learning, while daily outings help them to learn about their local community. The childminder supports their learning well, especially how to share and to take turns with toys,

including being considerate to friends when playing in her home or at toddler groups. She sets realistic targets when a child says 'I can't do it' when being asked to pull the tab on their shoe, giving the child plenty of praise to raise self-esteem, before moving onto the next step. Children have purposeful play and are able to explore both indoors and outdoors, for example, mark making on the outdoor chalkboard or on pieces of paper indoors. The childminder actively listens to babies and young children to encourage them to express themselves, including using body movements to assist understanding, for example, all children clapping each other when one completes a task very well.

The childminder very effectively organises the space within her home to support children's health and well-being. They have many opportunities to enjoy fresh air and exercise, including frequent visits to local parks, which also enhance their knowledge and understanding of the world. The childminder pays very careful attention to hygiene, such as asking everyone to use antibacterial gel when entering her home to prevent the spread of infection. She helps children to gain some understanding of dangers and of how to keep themselves safe, for example, practising fire drills with them and providing reassurance while the smoke alarm sounds. Young children requiring undisturbed sleep are able to rest in a travel cot in a quiet room, monitored via a listening device, while older children use a tent for a quiet place to rest.

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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