

Inspection report for early years provision

Unique reference number	EY385030
Inspection date	25/01/2011
Inspector	Patricia Champion
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.

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Description of the childminding

The childminder was registered in 2008. She lives with her husband in a house in a residential area in Leigh on Sea, Essex. All areas of the childminder's house are used for childminding. Access is via two steps into the front door. There is a fully enclosed garden available for outside play. The family keep rabbits as pets.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child in the early years age group. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder cares for children who speak English as an additional language.

The childminder walks to local schools to take and collect children and attends the local carer and toddler group. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and secure in a safe, friendly environment. They make good progress and their unique needs are sensitively recognised and valued. The childminder's policies and procedures are implemented effectively and successfully promote children's welfare and safety. The childminder is fully committed to developing her practice in order to promote outcomes for children. She works effectively in partnership with parents and other early years professionals to meet children's individual needs.

What steps need to be taken to improve provision further?

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

- encourage parents to add their comments about children's learning to the development records
- develop the outdoor area to set up more activities that offer physical challenges and energetic play.

The effectiveness of leadership and management of the early years provision

The childminder is well-organised and a safe, clean and welcoming family environment is provided. Children are effectively safeguarded because the childminder is fully aware of her responsibility to protect them from harm. She uses risk assessments effectively in order to minimise any possible hazards both in the home and on outings. These are reviewed regularly and adapted according to

changing circumstances. The childminder ensures that only adults checked through the Criminal Records Bureau have unsupervised contact with children. She has a secure knowledge of child protection procedures and holds the required documentation, including a list of contact numbers to use if she has concerns about a child's welfare. All the essential records are systematically organised for the safe day-to-day management of the childminding provision. All paperwork containing details about the children is confidentially recorded and securely stored.

Children benefit from the care of a qualified nursery nurse who is also an experienced nanny and teaching support assistant. She has a good knowledge of the Early Years Foundation Stage and of how young children learn. Self-evaluation modestly recognises the strengths of the childminding provision and identifies areas for further development. The childminder is motivated and enthusiastic about attending further training to enhance her professional knowledge and skills.

The childminder has a good understanding of the children's family backgrounds and values their linguistic diversity. She has a positive attitude towards promoting an inclusive practice and ensures that no child is disadvantaged. Attractive toys and play materials are used well to provide the children with safe and stimulating learning experiences. This includes an interesting selection of resources and artefacts that reflect diversity and help children understand the value of differences. The childminder has good storage and display of resources in the playroom which promotes independent self-selection for the children. A wealth of visual displays including posters with captions ensures that children grasp important messages and learn that words convey meaning.

The childminder builds good relationships with parents. She has sensitive settling in procedures and shares information through the welcome pack of policies, via emails and by displaying important certificates, notices and posters. All required records such as accidents are recorded and shared with parents and any individual care needs are efficiently supported. Feedback in a variety of ways means that parents feel included in their child's daily experiences and they share their views via questionnaires. Arrangements for viewing and sharing children's learning profiles are just beginning. However, parents are not yet encouraged to add their comments about their children's achievements in the development records. The childminder understands the importance of partnership working with other agencies or providers of the Early Years Foundation Stage to build continuity in learning. She links with other childminders and attends school meetings to enhance children's progress and development.

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

Children are content and confident in the childminder's care. She knows each child well and supports their individual needs sensitively. Interaction between the childminder and children is warm and affectionate. Plenty of praise and encouragement is given to acknowledge children's good attempts and accomplishments and this raises confidence and self-esteem. Language is

developed through everyday conversation and also by sharing picture books. There is a wide range of fiction and non-fiction materials easily accessible to children and mark making and early writing skills are promoted through purposeful activities. The childminder is skilled in teaching the phonic knowledge that children need to recognise words and read with fluency. Many opportunities are provided for children to develop their imagination, creativity and musicality. Regular outings and the investigation table encourages children to examine and explore items in connection with the natural world and changing seasons.

The varied activities ensure that children learn and make good progress in their all-round development. The childminder finds out as much as she can about each child right from the start. She is competently using the Early Years Foundation Stage framework to carry out regular observations which clearly link to the six areas and next steps in learning. The development records are well presented and supported by photographs of children's achievements and examples of their artwork. Consequently, the childminder is well aware of children's individual interests, enthusiasms and capabilities.

Children's health needs are very well supported because the childminder is fully aware of their individual requirements. They are well nourished and have healthy appetites as they independently access fruit and drinks for snacks and there is a well-balanced menu plan for meal times. Children follow good hygiene routines and individual flannels, liquid soap and hand sanitising gel are provided to reduce the risk of cross-infection. Babies are able to sleep peacefully and without disturbance and nappy changing is undertaken in a sensitive and hygienic manner. Children have opportunities to exercise through music and movement at the 'Caterpillar Club' and they visit nearby parks. The childminder has identified the need to develop her outdoor area so that more activities are provided for physical challenges and energetic play when working from her home.

Children start learning about how to keep themselves safe and find out about road safety on outings and practise emergency evacuation procedures from the premises. They know to behave responsibly as discussions are held about the possible consequences of their actions and the house rules are clearly displayed. Children play harmoniously and they learn compassion and consideration through the sensitive guidance they receive from the childminder.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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