

Inspection report for early years provision

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Inspection date	01/10/2009
Inspector	Anne Daly
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 2009. She lives with her husband and 11 year old child in Grays Essex. The whole of the premises, accessed via a small step, is used for childminding, with the exception of the main bedroom. There is a fully enclosed garden for outside play. The childminder walks to a local school and pre-school to take and collect children. She takes children to the library, parks and toddler groups. The family keeps goldfish.

The childminder is registered to care for a maximum of four children at any one time, currently minding two full time children in the early years age group. This provision is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage (EYFS) thoroughly enjoy their time spent in a safe, child-friendly home, where their childminder supports them to thrive as individuals. Their learning and development are generally well supported through both the childminder and children having access to a worthwhile range of interesting activities. The childminder works well with parents to ensure that their children are well settled in her care. She uses self-evaluation and knowledge gained from training to ensure continuous improvements to her provision for the benefit of individual children.

What steps need to be taken to improve provision further?

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

- develop a systematic and routine approach to using observations to plan for the next steps in children's learning

The effectiveness of leadership and management of the early years provision

Children play in safe and secure surroundings through their childminder identifying and minimising hazards following robust risk assessments of her premises and children's outings. She is vigilant about the security of children, for example, closely monitoring visitors. She has a good understanding of her role in safeguarding children, with this knowledge underpinned by her clear written policy. She effectively organises her daily routines to ensure that children receive plenty of attention and support. Children have independent access to resources enabling them to initiate their own play and there are clear procedures to ensure that the

available equipment and play provision are clean and in good states of repair. She ensures development of individual identity and culture through having a good knowledge of each child's background and needs.

A wide range of written policies and procedures help to promote children's health, safety and welfare whilst in the childminder's care. She maintains the required records to ensure that all children's needs are well met; including clear contracts, personal details and signed parental consents. She has organised a Fire Safety Officer's visit and has complied with his advice by fitting a kitchen door and installing mains-linked smoke alarms to enhance children's safety.

The childminder is enthusiastic and has a positive attitude towards the further development of her childminding service. She has attended all the required training, plus additional training to extend her knowledge and skills for the benefit of children. Through self-evaluation has identified her strengths and weaknesses and, when necessary, she has sought further advice from the local authority. Consequently, the outcomes for children are continually being improved.

The childminder has established friendly relationships with parents to ensure that their children's individual welfare needs are being acknowledged and well catered for. She gathers vital information about each child from parents to help them to settle well. Parents are fully informed about all aspects of their children's daily activities through a daily diary, weekly planning and verbal feedback. Parents sign to acknowledge that they have read her policies and procedures and frequently record in their children's daily diary what they have achieved at home, which is acknowledged by their childminder. Parents complete questionnaires evidencing that they are very happy with the care provided, particularly appreciating that the childminder respects their wishes.

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

Children are extremely content and enjoy their time in the childminder's care. Their early language skills are being well developed, for example, by the provision of library books and the childminder singing rhymes to children to support specific vocabulary. They are able to link language with the physical movement of action songs when bouncing up and down on hearing 'The wheels on the bus' music. Their environment is made relaxed for them by the display of photographs of their families, which in turn encourages language development.

The childminder is knowledgeable about each child's abilities and what they enjoy doing. She provides them with plenty of opportunities to explore in her home or on outings. She ensures that they develop a sense of their own identity and culture through providing books reflecting positive images of diversity and inclusion. She encourages them to become aware of themselves by playfully helping them to recognise that they are separate and different from others, for example, by pointing to own and children's noses, eyes and ears.

Children have well established routines to help them to feel very safe and secure

when confidently exploring different environments. The childminder skilfully anticipates and negotiates any behaviour issues, while the children respond to her praise to increase their confidence and individuality. Children are developing patterns of behaviour, such as indicating their likes and dislikes at mealtimes and holding out their hands to be wiped, which is also beginning to establish good hygiene practices.

Children take part in a variety of worthwhile planned activities or spontaneous events to support all areas of learning, both indoors and outdoors. Independence skills are well supported, for example, by their childminder giving them spoons to encourage them to feed themselves. She organises exciting outings in the local and wider areas using different types of transport to develop children's knowledge and understanding of the world.

The childminder plans activities weekly, observing what the children can do and collating photographs to evidence their progress and achievements. However, a systematic approach to using observations to identify learning priorities has not yet been developed to ensure that children will make as much progress as they can.

Children develop a safe and healthy lifestyle through their daily routines. Clear routines and gentle guidance encourage them to develop a good understanding of how to keep themselves safe, such as through the monthly practising of emergency evacuation procedures. Their childminder talks to them to ensure that they will develop an understanding of how to keep themselves safe on outings.

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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