

Inspection report for early years provision

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Inspection date	24/11/2011
Inspector	Janice Weller
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 who also works as her assistant. They have four children aged 20 months, seven years, 13 years and 17 years in Southend on Sea in Essex. The whole of the childminder's home is used for childminding. It is accessed via a small step to the front door. There is a ground floor cloakroom and a fully enclosed garden for outside play, including a secure swimming pool area. The childminder walks to local schools to take and collect children. The family have two cats. The childminder is a member of the National Childminding Association.

The childminder is registered on the Early Years Register and both parts of the Childcare Register to care for a maximum of five children under eight years at any one time, and is currently minding four children, one of whom is in the early years age range. All children attend on a part-time basis. The childminder also offers care to children over five years to 11 years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder's effective self-evaluation procedures enable her to obtain a clear overview of her work. This maintains a childminding service which is responsive to the needs of children and their families. The childminder and assistant work exceptionally well, with parents using information gathered to make sure that all children's individual needs are consistently met. There are generally a good range of resources available, which help children to progress successfully across most areas of learning.

What steps need to be taken to improve provision further?

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

- continue to improve resources and activities to develop children's positive attitudes to diversity
- provide further opportunities for children to practise and extend their skills in problem-solving, reasoning and numeracy.

The effectiveness of leadership and management of the early years provision

Children's welfare is very well promoted and the childminder and assistant have a comprehensive understanding of their responsibilities relating to safeguarding children. This is supported by written procedures and a wealth of further information, enabling the childminder to identify children at risk and take appropriate action. For example, young children fully understand the road safety procedure that the childminder implements. The childminder completes risk

assessments to ensure children's safety around the provision and when on outings. She also has extensive risk assessments for the swimming pool and game consoles. Fire drills are carried out and recorded, with any recommendations so as to undertake any actions. Systems in place ensure that the childminder and her assistant are suitable to work with children.

The childminder demonstrates an awareness of issues relating to anti-discriminatory practice. She reviews her policies and practices to ensure that further development reflects children's current needs and is therefore inclusive to children and their families. The childminder and assistant act as good role models, showing respect for all and encouraging children to understand and respect others. The childminder is very aware of her strengths and weaknesses. She continually looks for ways to improve her provision for the children. For example, she has developed the outside provision and intends to extend this further.

The childminder maintains excellent relationships with parents, keeping them informed of their child's progress and activities. She has a thorough procedure for gathering information from parents and children. This enables her have a good understanding of each child's needs and this is used when planning activities. Consistency of care is promoted as the childminder works well with other professionals. For example, she ensures that she is aware of what children are doing at school, enabling her to offer complementary activities. Children's learning folders are shared regularly with parents, and their comments are encouraged. Parents have the opportunity to discuss their child's care on a daily basis. Parents have also recently completed questionnaires concerning their child's care and education.

The environment is well organised. There is a huge range of exciting resources for children to choose from, including a range of technological toys, such as computers and games consoles. Children are able to choose what they would like to play with and can access resources for themselves. This means that they are able to thrive and make good progress in their development.

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

The childminder is knowledgeable about the Early Years Foundation Stage and uses this well to support children in their learning. Children are offered a range of stimulating and purposeful play and learning opportunities, which promote their progress across most of the six areas of learning and development in the Early Years Foundation Stage. There is a weakness in their problem solving, reasoning and numeracy. They are clearly very secure in their surroundings and content in the childminder's care and form close, warm bonds with her and other family members. Children know where they can go in the provision and how to use the resources and activities available to them. The childminder regularly observes what they can do and records their progress so that what they need to do next is identified.

Children develop good language skills and have an opportunity to try out their

early writing and drawing skills. They can recognise shapes in the jigsaw puzzles. The childminder promotes children's knowledge and understanding of the world through a variety of activities, such as 'making cakes', using play dough and playing with small world figures. The childminder provides well-planned activities to ensure children progress towards the early learning goals. For example, they go on a treasure hunt where their mathematical skills and language skills are extended. The children make pirate hats from newspaper. With the assistant talking about the shapes, children ask questions and investigate using specific vocabulary. Children count out different shapes to stick onto their hats and wear them whilst on the treasure hunt in the garden. They have a treasure map and clues to solve. Younger children find the clues and older children support reading them out. The children put themselves into groups with a range of ages.

Children's good health is promoted effectively by the childminder. They learn about healthy food choices, enjoying hot, home-cooked meals for dinner and choosing healthy fruit and vegetables for snacks. They learn what foods are healthy as they talk with the childminder during the preparation of menus or as the meals are being served. Children are learning about effective care routines as they use the toilet and wash their hands. All children have well-established hand-washing routines. Children are encouraged to play outside everyday. This enables them to have the opportunity to develop their physical skills. For example, they use the slide, swimming pool and other equipment to test and challenge their skills.

Children behave very well in the provision. This is because the childminder offers clear and consistent boundaries to ensure the children know where they can go and helps children to feel settled and confident to explore. Children help to devise the house rules, which ensures they are relevant and make sense to them. Children learn about their own and other cultures and beliefs as they celebrate birthdays and festivals together. The childminder supports children to understand their own and other cultures and beliefs. Although there is a small range of resources to promote children's positive attitudes to diversity, the childminder promotes inclusion. The childminder adapts activities so all children can participate. For example, younger children are helped to read a book about different cultures whilst older children read it for themselves.

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	1

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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