

Inspection report for early years provision

Unique reference number	EY398920
Inspection date	02/12/2010
Inspector	Debbie Kerry
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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2009. She lives with her family in West Bergholt, Essex. All areas of the property are used for childminding. Children share access to a secure enclosed outdoor play area. The property is accessed via a step.

The childminder is registered to care for a maximum of five children at any one time and she is currently minding one child in the early years age range. The setting also offers care to children aged up to 8 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends a parent and toddler group and visits the local library, park and playground.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder ensures that children's welfare, learning and development are fully supported and their individual needs met well. She works closely with parents so that all children's individual interests and needs are understood. The childminder has clear systems in place to monitor her practice to ensure children's health and safety is fully promoted. She has begun to implement procedures to support the learning and development of children in the Early Years Foundation Stage well. The childminder has undertaken a review of her practice and has identified areas for improvement to benefit outcomes for children.

What steps need to be taken to improve provision further?

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

- develop partnership working to provide opportunities for parents to be involved with their children's learning and share their achievements from home, and add comments to their progress records
- extend resources, activities and play opportunities to ensure that children develop an appreciation of diversity and the beliefs of others.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding regarding safeguarding procedures to ensure that children's welfare is a high priority. She has attended training to develop her knowledge on promoting children's welfare. Written policies clearly state the steps to take should she have concerns about the welfare of a child. The childminder has clear risk assessments in place for all areas, including the

equipment for both inside and outside of the home. This reflects the childminder's commitment in maintaining children's welfare and safety. Risk assessments for each outing are completed; ensuring children's safety is maintained when away from the home. The childminder ensures that the premises are secure and children cannot leave them unsupervised. Children practise the evacuation procedures on a regular monthly basis. This is effective in helping them to learn how to keep themselves safe in an emergency.

The childminder is developing relationships with parents of minded children. This helps children to feel safe and secure when in the childminders care. They exchange information each day on the children's day to day care needs. The childminder also writes a daily diary on each child, to reflect an accurate account of their day with the childminder. Parents have not yet added comments to children's diaries or progress records, to reflect their involvement with their children's learning. None of the minded children attend other settings at present. The childminder is fully aware that when children start, systems to exchange information for consistency of their care will be established.

The childminder has reflected on her practice and has fully implemented procedures to support the learning and development of children in the Early Years Foundation Stage. Parents have provided positive written feedback on the care and learning that the childminder provides for their children. This can then be used to implement any changes or suggestions to improve her practice. The childminder has completed all required training for childminding. She has undertaken early years foundation stage training to support children's learning and development. The childminder is keen to complete all modules of the Level 3 Council for Awards in Children's Care and Education (CACHE) Diploma to ensure that children continue to be fully supported in all areas of their development.

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

The childminder ensures that children are well cared for and their nutritional needs fully met, as she shares her healthy eating policy with parents. She ensures that food provided by parents is stored appropriately. The childminder has in place policies and procedures to effectively promote children's health and medical needs. Children have regular access to physical play. They are taken on walks to the park and use large play equipment in the garden to promote their physical development well. Children know that they need to wash their hands before eating, after using the toilet and having their nappy changed. This helps them to develop an understanding of good hygiene practices and how to keep themselves healthy. Children are taken on regular outings within the local community to develop their understanding on the world around them and their environment.

The childminder organises her day, and her home is arranged to allow children to move around freely and safely, and they are able to self select resources from the range available. Children choose their favourite books to look at. This develops children's interest in literacy and that the printed word carries meaning. Children

climb up and down on large soft shapes, they also practice jumping. This helps them to develop an understanding on maintaining their health through play and exercising in fun ways and develop their understanding on numeracy as the childminder counts with them before they jump. Children are given clear, consistent guidelines on expected codes of behaviour to help them behave well. The childminder sings rhyming songs that children join in with to help support their memory, speech and language development. Children use chalks and crayons to draw on different coloured paper. This helps to develop their dexterity and pencil control in readiness for writing. Children have undertaken some activities and have access to some resources to help them learn an appreciation of diversity and the beliefs of others.

The childminder has begun to plan activities to support children's knowledge on the beliefs of others throughout the year. Children have access to some resources that reflect positive images on diversity to help develop their understanding on the cultures of others. The childminder undertakes regular observations on children in the Early Years Foundation Stage. She records the activities they do and what they have achieved. These are clearly linked to the six areas of learning to show that children are receiving a broad and balanced range of play opportunities to support their ongoing learning and development. She has evaluated their progress and has clearly identified the next step in their learning to ensure that children make good progress in their development. The childminder plans on a six weekly cycle around children's interests and makes particular reference to an area of learning. This ensures that all six areas are planned for and included to support children's all round development.

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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