

Inspection report for early years provision

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Inspection date	19/07/2010
Inspector	Lynn Denise Smith
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 husband and three children aged three, four and seven years in the village of Tiptree in Essex, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. A secure and enclosed garden is used for outdoor play activities. The childminder has two kittens and two rabbits as pets.

The childminder is registered to care for a maximum of three children under eight years at any one time, no more than one of which may be in the early years age range. She is currently minding two children in this age group. The children live in the local area. The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development needs are very effectively met through the childminder's clear and concise practices and procedures. She demonstrates secure knowledge of the children's individual needs and plans an appropriate range of stimulating and interesting activities to enable them to make progress across all six areas of learning. The childminder works effectively with parents and has clear procedures in place for working in partnership with other agencies. She is in the process of developing an effective system for reviewing and evaluating her provision to enable her to identify changes and improvements which will have a positive impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure self-evaluation clearly identifies specific areas for future improvements in practice, and the impact on outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are appropriately safeguarded in the childminder's care as she has clear and effective procedures in place to keep them safe and well-protected. They play and learn in a secure environment where all adults are appropriately vetted and cleared. Effective written policies are in place which detail the childminder's procedures for safeguarding children.

The childminder has clear plans for the future of her provision which include developing all aspects of her work through further training and by extending her

knowledge. She has started to review and update her provision by evaluating the effectiveness of her policies and procedures. She intends to fully include parents in this process by asking them to provide her with written feedback on a regular basis.

Children safely self-select toys and play equipment from an exciting selection offered to them on low-level shelving in the childminder's playroom and in storage boxes in the kitchen. The childminder is on hand to supervise children at all times and is assisted by her husband who also ensures that children are safe and well supported. The childminder actively acknowledges children's differing needs and implements procedures to ensure that her practices are tailored to accommodate their specific requirements. Children are provided with activities, books and resources which enable them to explore and develop knowledge of diversity and the wider community.

The childminder has developed a close working relationship with the parents of the children she cares for. She has open and informative discussions with them and provides them with clear and effective written information about her provision. Parents are encouraged to play an active role in their children's learning by spending time reviewing their learning journeys and discussing their progress with the childminder. Effective systems are in place to enable the childminder to work in partnership with other agencies and settings providing care for children in the Early Years Foundation Stage.

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

Children's individual needs are effectively met by a caring and committed childminder who has fully embraced her childminding role. Their welfare and learning needs are very well-supported through the childminder's clear procedures and practices. Children receive affectionate cuddles and support from the childminder, her husband and their children. They develop language skills as the adults around them encourage babies to babble and express themselves through sound. They respond enthusiastically to the children's attempts to communicate. Children freely play with a good selection of age-appropriate toys and play materials and are provided with an exciting range of planned activities which help them to make clear progress. The childminder has devised an effective system for observing and assessing children's progress which she uses to plan appropriate activities to help children move forward and onto their next steps in learning. Their achievements are well-presented in photographic and written evidence which is regularly shared with their parents.

Children are and feel very safe within the childminder's care as she ensures that her home offers safe and secure play opportunities for children. They are content and settled and enjoy the interaction they receive from the adults and other children around them. They approach the childminder and her assistant with ease and settle quickly for a nap when tired. Children's individual health requirements are addressed through the childminder's knowledgeable and professional practices. The childminder is committed to providing children with healthy and nutritious

meals and ensures that children develop a good understanding about the importance of healthy eating through discussions and activities. She provides good opportunities for children to experience fresh air and exercise on a daily basis

Children enjoy their time with the childminder. They are comfortable in her care and part with ease from their parents. They are encouraged to become independent children as the childminder provides them with a safe, secure and stimulating environment in which to explore and learn. Children develop in a calm and relaxed environment in which they gain clear understanding about the childminder's house rules and expectations of their behaviour through the consistent delivery of the childminder's written policy on behaviour management. Children are provided with exciting activities which help them to develop skills for the future. For example, they learn about the importance of books and reading as the childminder regularly reads to them. They access drawing and writing resources and participate in activities which enable them to gain a good understanding of numbers, shapes and colours through free and planned play.

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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