

Inspection report for early years provision

Unique reference number	EY407252
Inspection date	06/12/2010
Inspector	Lindsay Hare
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 2010. She lives with her son aged six years in Stanford-le-Hope in Essex. The whole of the childminder's home is used for childminding. The home is accessed via a step up to the front door. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time. The childminder walks to local schools and pre-schools to take and collect children.

The childminder supports children with special educational needs and/or disabilities and with children who speak English as an additional language. The childminder is registered on the Early Years Register and 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.

The childminder provides a safe and welcoming environment for all the children and ensures that they are all included and supported. Children make progress in their learning and development, although the assessment does not always inform future planning. The partnerships she has with the parents and other agencies are a key strength and positively contribute to ensuring the individual needs of all children are met. The childminder uses effective systems to monitor and evaluate her provision to ensure that improvements are made. All the required documentation is in place, although a requirement has not been met.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 13/12/2010

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

- make further use of observation and assessment to plan the next steps in children's developmental progress

The effectiveness of leadership and management of the early years provision

There are clear safeguarding procedures in place to protect children from harm and the childminder is fully aware of ensuring that all adults living on the premises have been vetted. Effective risk assessments are in place and there are good procedures in place to protect children on outings. This enables children to play and learn in a safe and secure environment. The provision is inclusive and the childminder encourages children to learn about the wider world, celebrating various festivals and exploring the local community.

The childminder's professional and friendly approach to maintaining effective partnerships with parents ensure that children's care is consistently promoted. For example, she has worked with external agencies such as Portage to enable her to fully support children and their families and she uses a communication book to link with a pre-school also providing care for the minded children. There are good systems in place to share information and keep parents informed about their children's care and progress. There are verbal exchanges, children's records and the daily diaries, which parents are encouraged to write comments in. All parents are given a copy of the policies and are asked to sign their agreement as well as detailed consent forms. This enables them to understand how the childminder implements these procedures into her daily practice. However, a requirement regarding obtaining information about who has parental responsibility has not been met.

The childminder is clearly able to evaluate her practice and identify her strengths and areas for improvement. She has compiled questionnaires to gain feedback from parents and continually looks at her training needs. She uses the internet and childcare magazines for ideas on activities to offer the children.

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

Children have good opportunities to help them make effective progress across all areas of learning and development through a balanced range of adult- and child-led activities. The childminder knows the individual children well and involves parents in commenting on her observations and setting learning objectives as well as giving them ideas for activities they can do at home to support their child's learning. However, children's learning is not fully promoted because the assessment procedures do not fully show how the next developmental steps are identified and fed into the planning. Children have access to activities and resources and are able to self-select from low-level storage, which is labelled with words and pictures, encouraging them to make choices and explore.

Children visit the local library, childminding and music group. They are beginning to explore the wider world, as they look at different temples and how different countries celebrate Christmas. They enjoy celebrating multi-cultural festivals, for

example, Notting Hill Carnival and the local carnival, dressing up in costumes, dancing to steel band music and making musical instruments. The childminder works hard to support children with additional needs. For example, she uses visual clues, such as a photographic timetable, puppets to support children with speech delay, as well as dual language books for children with English as an additional language.

Young children feel secure and are confident to chat. The childminder asks lots of open-ended questions to encourage their language and tells children the words for objects when they point to them, encouraging them to repeat these. Young children were observed copying the animal noises on the story tape they listened to. Children are making connections, for example, one child found a picture of an animated builder and started to sing the theme tune. Children are beginning to recognise their own names as they self-register, using name cards, when they arrive.

Children are given opportunities to mark make, using a range of different mediums, such as chalks, foam, paint dabbers and wax crayons and are keen to copy the older children and attempt to use scissors. They explore textures such as jelly play and use measuring spoons and cups in the water. Children learn about caring for others as they help to feed and clean the rabbit out.

The childminder uses gentle reminders and explanations to help children learn to keep safe and fully understands some children's limited awareness of danger. She provides healthy meals and snacks and the children learn the importance of healthy food as they grow tomatoes and carrots in the garden and then eat them.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
---	-----

The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
--	-----