

Inspection report for early years provision

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Inspection date	24/02/2011
Inspector	Suzanne Stedman
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 2010. She lives with her two children aged 17 and six in Springfield, Chelmsford, Essex. The whole of the ground floor is used for childminding. Accessibility to the premises is via one small step to the front door. There is a fully enclosed garden available for outside play. The childminder is able to take children to, and collect them from, local schools and pre-schools. The family has a rabbit.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be in the early years age range. There is currently one child attending who is within the Early Years Foundation Stage. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder effectively recognises the individuality of each child and promotes inclusive practice. She provides an appropriate balance of support and intervention to help children reach their full potential and understand all they do. Children are cared for in a safe and stimulating environment. There are strong working relationships with parents and good partnerships with other early years professionals which successfully promote children's learning, development and welfare to a good standard. The childminder successfully monitors and evaluates her practice, enabling her to modify and improve her good service. However children's assessment records do not clearly identify next steps therefore their full potential may not be met.

What steps need to be taken to improve provision further?

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

- develop children's assessment records to clearly identify their next steps.

The effectiveness of leadership and management of the early years provision

Well-organised documentation is in place in order to promote the welfare of children. There are effective systems to deal with any incidents and illnesses and children's health needs are well promoted. Children are protected from harm or neglect as the childminder has a good understanding of safeguarding issues and has completed training. Well-written policies and procedures are made available to

parents, ensuring they are fully aware of her responsibilities regarding child protection. Appropriate risk assessments are carried out to ensure that children are safe in the home, garden and when on outings.

Children are well cared for as the childminder evaluates the effectiveness of all she does and adapts practice as necessary to enable her to meet the needs of all individuals. Her practice is inclusive and all children participate fully in activities. The childminder has resources such as play figures, books and puzzles that reflect diversity. She is aware of the need to extend the range of positive images and activities in the play environment to allow children to explore further the similarities and differences in their own and other people's lives. They celebrate festivals such as Chinese New Year and Christmas.

The childminder liaises positively with parents and other professionals delivering the Early Years Foundation Stage. Verbal feedback is given at the end of the day and children's assessment records are shared with parents. The childminder encourages parents to include their own observations of their children's learning so children are fully supported. Parents make positive comments about the care provided and are pleased with the progress their children are making.

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

Children benefit as the childminder understands how they develop and learn. They choose what to do and select resources independently as they follow their interests freely in the home. The childminder knows when to intervene and when to hold back which encourages children to direct their own play when appropriate. She routinely links learning to conversations they have, to develop children's understanding of what they see. For example, younger children communicate and try to count as they play with the bricks. The childminder repeats words automatically to aid understanding. She helps develop language skills with young children as they snuggle up to listen to a story. Hugs and cuddles are shared to show children they are welcome and help them feel safe and special.

Children behave in ways that are safe for themselves and others and develop an understanding of dangers and how to stay safe. The childminder talks to the children about stranger danger, not running inside and road safety.

Children have good opportunities to learn about healthy eating because they eat healthy meals and snacks. Their dietary needs and parental preferences are met and children take part in additional activities to support their understanding of healthy lifestyles. Children are protected from cross infection because the childminder follows good hygiene practices. Children have good opportunities for fresh air and exercise as the garden is used daily and the older children walk to and from school.

Children play harmoniously together. They share resources fairly and show consideration for others by being polite and learning to take turns. For example, as

they play with the dressing up clothes being princesses, or participate in talent shows. They are offered valuable opportunities to enjoy music as they dance, sing and play musical instruments. They discover numbers and practise mark making as they paint and draw pictures relating to Christmas and Chinese New Year. The childminder plans topics and activities which stem securely from the current interests and enthusiasms of the children. Consequently, children are active, inquisitive learners. They make good progress towards the early learning goals and develop the skills they need for future learning.

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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