

Inspection report for early years provision

Unique reference number	EY412743
Inspection date	16/03/2011
Inspector	Lisa Paisley
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 2011

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 family in Westcliff-on-Sea, Essex. All areas of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding two children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She walks or drives to local schools to take and collect children, and the childminder takes children on regular outings to the local parks and library. The family has a dog as a pet.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Outcomes for children in the early years age range is good as the childminder has an effective understanding of the requirements of the Early Years Foundation Stage and the developmental needs of young children. The childminder provides a positive play and learning environment that is fully inclusive and enables children to make a positive contribution. Ensuring children feel safe and promoting healthy lifestyles is good as all considerations are given to ensure children are safe and their well-being is effectively supported. Partnership work with parents and others is effective as the childminder endeavours to work with everyone involved in the child's care. Self-evaluation systems have been developed, however, they do not effectively monitor and track progression ensuring that continuous improvements are sustained.

What steps need to be taken to improve provision further?

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

- continue to develop children's planning and assessment arrangements
- continue to develop self-evaluation systems to ensure continuous improvements are effectively tracked and monitored.

The effectiveness of leadership and management of the early years provision

All required documentation including children's records, risk assessments and policies and procedures are in place and are effectively maintained for the safe and effective management of the provision. Robust safeguarding procedures are in

place, for example, all adults living in the household and the named assistant are vetted, ensuring adults are suitable. The childminder has a good understanding of her role in safeguarding children as she has attended up-to-date training, implemented a safeguarding policy and shares all this information with the parents. Written risk assessments for the premises and for trips out are also in place, ensuring all potential risks to children have been minimised. Overall, children's welfare is effectively promoted.

Daily routines, resources and equipment are effectively organised to ensure children's individual needs are met and that they enjoy their time while at the provision. The brightly decorated designated children's playroom provides an enjoyable play space for children. Resources effectively cover the six areas of learning and they are organised well to promote both independence and choice. Reasonable adjustments are made to support children's varying abilities and any additional requirements to ensure an inclusive environment is effectively promoted. Since registration the childminder has successfully implemented good policies and procedures, planning and assessment arrangements and effective working practices. She has completed mandatory training, for example, first aid and Introduction to Childminding Practice and also attended additional training, such as safeguarding. Self-evaluation systems are currently being developed, however, further review is required to ensure that self-assessment effectively tracks progression to ensure continuous improvements are sustained.

Partnership with parents is effective as good quality information is exchanged on a daily basis and there are very clearly written contracts and consent agreements regarding the individual care needs of the children. Developmental profiles are shared with parents, to ensure that they are fully informed about their children's progress. Parents expressed their satisfaction; comments include effective communications, the good range of activities, children are valued and are part of the family and they are always happy in the childminder's care. Good systems are in place for the childminder to work together with other settings that deliver the Early Years Foundation Stage to promote effective transitions and continuity of care.

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

Planning, observation and assessment arrangements have been successfully implemented by the childminder, activity plans are effectively challenging as the childminder plans from children's individual needs and interest. However, written activity plans do not always reflect the activities provided and they are not clearly linked to children's individual profiles. Children's observation records provide a good textual narrative of their progress, using both photographs and observations. Overall, children are making good progress in their individual development given their starting points. Equality and diversity is effectively promoted within the home as resources with positive images of diversity are in use and children celebrate a number of festivals and events including; Chinese New Year, a popular fundraising day held in March, Christmas and children's birthdays.

Children are very happy, settled and secure as the childminder effectively forms good relationships with them and successfully creates an environment that positively reaffirms children's identity and self-esteem. An inclusive environment is successfully promoted as the childminder values all children's individual needs, interests and contributions. Children are given good opportunities to develop their language and communication skills as the childminder uses a range of descriptive language and open-ended questioning to extend their verbal expressions. The good selection of information and story books that are both culturally diverse offer children both instruction and delight. There are regular trips to the local childrens centre, park, beaches, library and sea life themed centre, which further help children to learn about the local community. Children enjoy singing and music sessions at the local childrens centre, where they sing nursery rhymes, such as Incey Wincey Spider and Miss Polly. Older children attending the setting after school and during the school holidays enjoy trips to Hadleigh Country Park, Belfairs Wood and the local park and beaches. They also enjoy playing in the park after school, participating in creative activities including cooking and also computer games.

Children take part in a variety of interesting planned activities and spontaneous events that successfully support all areas of learning, both indoors and outside. The garden provides an exciting play area for children where they can participate in physical activities and also learn about the natural world, as they plant spring flowers and help feed the birds and fishes in the garden pond. Children have good opportunities for shared and sustained thinking as the childminder spends individual time with them in developing their imaginative play. For example, children enjoy looking at the world map with a film character play figure and talking about hot and cold seas. Children behave very well as the childminder has a clear understanding of how to positively manage their behaviour and there is a good focus on praise and encouragement to which children respond well. Consequently, children are happy, secure and confident in her care and they are very cooperative.

Children's healthy lifestyles and ensuring they feel safe is effectively promoted by the childminder. Children know how to be safe within the home and also when on trips out as there are clear procedures in place and the childminder provides gentle reminders to children, for example no running in the home. The childminder has attended first aid training and she knows what to do in the event of an accident or when a child is unwell. She is knowledgeable about individual children's dietary needs and she respectfully adheres to parent's wishes and children's preferences as she gathers all the required information before children start at the setting. Overall, children develop positive attitudes about their personal safety and healthy lifestyles promoting their well-being and welfare.

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
--	-----