

Inspection report for early years provision

Unique reference number	EY419663
Inspection date	10/10/2011
Inspector	Lynn Clements
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 2010. She is registered to care for a maximum of four children at any one time, of whom, two may be in the early years age group. The childminder is currently caring for two children in the early years age group and one older child. The childminder is also registered to provide overnight care for one child. The childminder's husband is registered as her assistant. She is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder lives in a residential area of Little Canfield, Essex, with her two children aged three and seven years. The whole of the property, managed by the childminder, is used for childminding and there is a fully enclosed garden available for outside play.

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.

The childminder makes sure that her knowledge of each child's needs is in place prior to placement and this enables her to successfully promote their welfare and learning. Children have ample opportunities to learn about the wider world in the childminder's safe and secure family home. Partnerships with others who provide care for the children are good and those with parents are purposeful and effective and significant in making sure that children's needs are met, along with any additional support needs. Children progress well, given their age, ability and starting points. The childminder reflects on her practice and listens and responds to user needs.

What steps need to be taken to improve provision further?

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

- develop further the current system of self-evaluation in order to continue to identify areas for future improvement.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding and the common assessment framework training. This enables her to respond efficiently to any child protection concerns or support those children who require multi-agency support. Robust risk assessments are in place and all child accessible areas are made safe and secure. The childminder clearly understands about the importance of Criminal Record Bureau checks and has established emergency back up plans with other

professional childminders in the local area. This makes sure that the children and their families have continuity of care even if the childminder is poorly or in the event of an urgent situation. The childminder takes her continuing professional development seriously and regularly attends training and networking meetings. This attention to her practice enables her to develop the service she provides, promoting positive outcomes for the children. The deployment of resources is excellent and clearly empowers the children to take control of their own learning. They are able to access toys or activities which interest them and develop their self-selection and independent skills. The environment is beneficial for learning and toys and resources are of high quality, providing children with stimulating educational opportunities.

Equality and diversity is at the heart of the childminder's practice. She has experience of supporting children with additional needs and multi-agency working. There is no bias in her practice in relation to gender, race or disability and she challenges discriminatory behaviour. This helps to provide children with a positive environment where they can develop their ideas about the wider world. Partnerships with others are good; the childminder has clear systems in place for sharing information with other early years settings the children may attend. Interaction with parents is excellent and constructive information sharing fully supports the children. Parents report that the childminder's home is calm and welcoming. Their children grow with confidence and develop the skills they need for later learning. They also note that the childminder and her family help their children to learn right from wrong. Parents would highly recommend the childminder to others.

The childminder evaluates her service and daily practice. She identifies some areas for future development including developing her reflective practice further, to make sure that future development and improvements securely build on current good practice.

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

The childminder has a very good understanding about how young children learn through play and free-flow investigation. She organises the learning environments well, taking into account the individual needs and abilities of the children in her care. She has a clear grasp of assessment for learning and uses the Practice Guidance for the Early Years Foundation Stage when observing, assessing and planning learning opportunities for the children. This makes sure that they continue to build on what they know and can do, making good progress towards the six early learning goals. The childminder interacts very well with the children. She is calm and loving, showing endless patience as she encourages them to do things for themselves and delighting with them in their achievements. Behaviour is good and supported by the childminder's consistent approach. The use of positive reinforcement, praise and encouragement raises children's confidence and self-esteem. They are eager to try things out in an environment which is free from failure.

Babies and very young children use all their senses as they explore their world. They feel objects with their hands and mouth, showing their pleasure and growing curiosity as they babble and make sounds or gestures. Children discover the natural world on their door step as they visit the forest, library and discovery centre. They enjoy learning about the life cycle of frogs and butterflies and join in first hand experiences for example feeding then observing the birds in the garden. Very young children develop an understanding and awareness of themselves as they study their own hands and feet and as they move around the room they explore the environment with interest, this is fully enabled by the childminder who provides plenty of space for them to move, roll, stretch and explore. Children develop their knowledge of technology as they play with battery operated toys, pressing various buttons to make light and sounds. Children clearly show that they are active, inquisitive learners.

Children learn to keep themselves safe. For instance the childminder teaches them about the importance of road safety whilst out and about and they practice fire evacuation procedures so they all know what to do in an emergency. The childminder provides well balanced healthy meals and snacks and encourages parents to support her healthy eating programme. Children develop good personal hygiene routines and attention is paid to limiting cross infection. For example each child has their own colour coded hand towel to avoid cross contamination. Children thoroughly enjoy opportunities to play outside in the fresh air. The fully enclosed garden provides a safe and secure environment where children can develop their coordination and balance as they use wheeled toys and larger apparatus. All children have access to regular drinks and they are able to rest or are active according to their individual needs.

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	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1

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	1
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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