

Inspection report for early years provision

Unique reference number	EY428557
Inspection date	02/12/2011
Inspector	Lynn A Hartigan
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 2011 and lives with her husband and three children aged three, five and seven years. The childminder lives in Frinton-on-Sea in Essex. The whole of the premises is used for childminding. There is an enclosed garden for outdoor play. The childminder is registered to offer overnight care for three children and is also registered to work with an assistant if required.

A maximum of three children under eight years may attend at any one time, two of which may be in the early years age range. The childminder is currently caring for five children on a part-time basis.

Care is also offered to children aged over five years. This provision is registered by Ofsted 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.

Children make good progress through the Early Years Foundation Stage and the provision for their welfare is also met to a good standard. This is successfully achieved as the childminder dedicates her time to the children and provides quality resources and some exciting activities. Children are happy and settle well as the childminder ensures they have lots of fun and are able to learn within an inclusive and safe environment. Good opportunities are in place to communicate with parents and effective partnerships are developing with other settings children may attend. The childminder has developed a systematic way of recording observations and some good systems are in place for self-evaluation that ensures a good standard of care is offered at all times.

What steps need to be taken to improve provision further?

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

- develop further the range of resources and positive images of diversity to support children's understanding and positive attitudes towards differences and similarities.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding with regard to child protection issues and has completed relevant safeguarding training courses. The childminder is fully informed as to who to contact should there be any concerns regarding any child's welfare and fully understands her responsibilities with regard to child protection. The childminder ensures members of the household and assistants who require

suitability checks have completed these. Visitors to the home are introduced to the children and are required to sign a visitors book. As a result, children are comfortable in their presence.

The childminder views children's safety as paramount and is vigilant within the home and when on outings. For example, the toys and equipment provided are of very good quality. Robust risk assessments are reviewed regularly to ensure children's safety at all times. A daily checklist is also used, ensuring children can play and learn about their own safety, within a secure and very safe environment supported by the childminder. Fire evacuation is considered and fire drills are practised to ensure the children's safety in an emergency. Meaningful policies exclusive to the childminder underpin her practices.

The childminder is effective in promoting the children's learning and welfare as she is motivated, enthusiastic and realistic in how many children are cared for at any one time. As a result, children receive good care and attention. A selection of fun play opportunities are available for children within a welcoming conservatory and well-resourced garden where children play. Some of the children's artwork is displayed, creating a sense of belonging. Toys and resources are organised and accessible to ensure children can self-select and initiate their own play. Labelled, organised storage units make self-selection easy even for very young children.

The childminder is aware of the importance of good links with other settings that minded children may attend. For example, the childminder has established herself at the local pre-school. With parental consent, the children's developmental records may be shared ensuring continuity of care and learning. The childminder is able to demonstrate how she endeavours to continually improve the service she provides and shows a commitment to further training. For example, the childminder is aiming to become accredited in the future.

The childminder values each child for their individuality and some opportunities for children to learn about diversity are provided through discussion and activities according to the child's level of understanding. Some resources, such as story books and dolls, depict differences; however, positive images and resources with regard to diversity are limited.

The childminder has developed positive relationships for communication with parents. The use of a daily communication book for younger children is also used, ensuring children's individual needs are supported. The childminder has developed an effective system to record the children's initial assessments and observations and encourages the parents' contributions throughout this process. The next steps in learning are identified and planning to respond is used to assist in future planning. Photographic evidence is also used. Written comments from parents' questionnaires suggest they are extremely happy with every aspect of care offered to their children.

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

The childminder has a good understanding of the development and welfare requirements within the Early Years Foundation Stage. As a result, children make good progress in their development and learning. A fun well-equipped environment successfully enables children to initiate their own play and learning and the childminder is skilful in supporting their play. For example, young children enjoy posting objects. Appropriate resources, such as posting boxes, letters and envelopes, are provided, enabling children to sort and post. They show sustained levels of concentration at this activity.

Good opportunities are available for the children to enjoy and achieve in all six areas of learning as a range of activities and outings are organised. Children enjoy trips to the local beach and woodland where they collect natural materials and hunt for bugs. They enjoy picnics outdoors with their friends. Children have great fun in the garden as they play in the log house and make dens. They enjoy using the paddling pool in the warmer weather and are able to access the outdoor environment throughout the year. Children learn about caring for plants. For example, they grow their own tomatoes that they pick for snack.

Regular outings to the local Rainbow Centre are arranged and children have many opportunities to develop their creativity. They have great fun using compost, painting and playing with gloop and bubbles. Children's requests to play with dough are supported and the childminder ensures appropriate resources are available to support their play. Young children enjoy mark-making using the magnetic doodle board and using glitter paints. Organised trips to the library enable children to select their own books and enjoy story time.

Children have great fun playing without purpose, making dens and developing imaginary games as they play with large cardboard boxes. Children have formed close relationships with the childminder who is intuitive of the children in her care. As a result, children are happy, settled and their behaviour is very good.

The childminder documents the children's development within their own learning journals and photographic evidence to support her observations. Parents are able to access these records whenever they choose and are positively encouraged to support and contribute towards their children's learning.

Children are developing an excellent understanding of how to stay safe and be healthy as the childminder provides them with superb opportunities to learn. They are offered healthy, nutritious snacks and meals. Through stringent everyday routines, they learn about personal hygiene, washing their hands before eating. The provision of individual towels ensures children are protected from cross-infection and high quality adult interaction enables children to learn about staying safe and healthy. Robust policies and procedure with regard to medication and accidents ensures children's welfare is not compromised.

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	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

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
--	-----