

Inspection report for early years provision

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Inspection date	20/10/2011
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.

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Description of the childminding

The childminder was registered in 2011. She is registered to care for a maximum of 5 children at any one time of which 2 may be in the early years age group and none may be under 1 year at any time. The childminder is currently caring for one child in the early years age group and one older child. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder lives with her husband and child aged 9 months. They live in a residential area of Debden, Essex. 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 family have two pet dogs.

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 plenty of 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 currently being developed and those with parents are purposeful, making sure that each child receives continuity of care. This ensures their 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, responds to user needs and is developing further her systems of self-evaluation.

What steps need to be taken to improve provision further?

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

- develop systems for partnership working with other providers of the Early Years Foundation Stage that the children attend.
- develop further the systems of self-evaluation to make sure of continued improvement to childminding practice.

The effectiveness of leadership and management of the early years provision

The childminder has completed relevant safeguarding training and clearly understands how to make a referral should she have a child protection concern. The childminder clearly understands the importance of Criminal Record Bureau checks and never leaves children unattended with visitors to her setting. There are

a range of policies and procedures which have been personalised to her setting and are shared with parents. This helps to support the smooth management of the setting and provides positive outcomes for the children. All documents required by legislation are in place and maintained well. A range of risk assessments are in place and the childminder pays clear attention to eliminating and minimising potential hazards. The childminder has completed all required training including a level three in childcare and education. Deployment of resources is good and attention to child-height storage makes sure that the children can develop and build on their self-help skills. The environment is conducive to learning, safe and well cared for.

There is no bias in the childminder's practice in relation to gender, race or disability. She has a good knowledge of each child's background and needs. The childminder makes the most of diversity through topics and local walks to help children understand the society and local area where they live in. The childminder communicates with other providers, such as teaching staff at the local primary school, where she collects some children from. However, this is not always used effectively to fully support children's achievements and the childminder has identified this as an area for future development. Relationships with parents are well-established ensuring each child's needs are met. Positive interaction and the use of daily diaries provide parents with information about the activities their children have enjoyed with the childminder and shows the progress they are making in different areas of learning. In addition, when the parents add notes about children's learning that happens at home, this provides the childminder with relevant information helping her to build on what each child knows and can do. Parents report that the childminder is approachable and they find the service she provides great.

The childminder thinks about and reflects on her practice clearly discussing how she will make improvements in the future, although currently self-evaluation does not clearly take into account the views of others, such as inviting parents and children to participate in evaluating the service and sharing ideas. This has been taken forward at this inspection. The childminder is taking steps to make sure her setting remains sustainable.

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

The childminder has a good knowledge and understanding of the Early Years Foundation Stage. She knows how to make observations of children as they play and links these to the six early learning goals. In addition, the childminder identifies children's next steps for learning and plans activities and learning opportunities which build on what she knows they can do. She uses a good range of teaching methods including facial gestures, intonation and visual clues. Clear planning in advance makes sure that sessions run smoothly.

Children enjoy being with the childminder; they talk avidly about their favourite toys, such as the train track. They sort and compare items, and begin to categorise objects according to properties such as type and size. For instance, as they dig out

different plastic farm animals and group mothers and babies together using number language such as 'big' and 'small'. Children use their own imagination whilst they decorate gingerbread people and as they do they join in the repeated refrain of 'run run as fast as you can you can't catch me I'm the gingerbread man'. Children move around the childminder's home with confidence and demonstrate that they are good communicators as they talk about the things they enjoy, or their family and their favourite toys. Children's behaviour is very good and the use of praise and encouragement by the childminder helps them to feel included in her setting and raises their self-esteem. Children have good relationships with the childminder and other children attending the setting. They are fully supported to make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

Children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and understand the importance of healthy eating. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children are secure and develop a sense of belonging to the setting. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Children's understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. They also know that the childminder's baby must not have the smaller more intricate toys and they clearly demonstrate care towards baby and each other.

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	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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

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

Met