

Inspection report for early years provision

Unique reference number	EY430728
Inspection date	07/02/2012
Inspector	Ann Cozzi
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 2011. She lives with her husband and five children aged 15, 13, 11, 8, and 6 years old in Loughton, Essex. The whole of the premises, including the enclosed garden, is registered for childminding purposes. The family has a pet dog, two rabbits and a hamster.

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. She is currently minding two children in the early years age group. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may also provide care for children aged over eight years.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder demonstrates a satisfactory knowledge of each child's needs, which ensures that she adequately promotes their welfare and learning. Children are safe, secure and enjoy learning about their local area and natural world around them. Partnerships with parents and other providers of care and education are sound, although, there is a weakness in sharing information with parents about children's learning. Children's progress is satisfactory given their age, abilities and starting points. The childminder undertakes satisfactory self-evaluation of her practice, which ensures that most priorities for improvement are identified and implemented in practice.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure written risk assessments include when and by whom they have been checked (Premises, environment and equipment).
- 21/02/2012

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

- improve the steps taken to prevent the spread of infection in line with hygiene requirements when children are drying their hands
- improve the use of observation and assessment to support the planning and provision of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals
- develop further partnership working with parents, sharing information and

involving them in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

The childminder has a safeguarding policy in place, which clearly demonstrates her sound understanding of how to protect children in her care. The childminder has undertaken a written risk assessment of her home, which identifies aspects of the environment that need to be checked on a regular basis. However, it came to light during this inspection that she has not included details of when the risk assessment was undertaken and by whom. This is a Statutory Requirement of the Early Years Foundation Stage, it is a minor breach and has no impact on the safety and well-being of children. All other records, contracts and consents required by legislation, are in place and maintained. For example, children's hours of attendance are recorded, which ensures that they can be accounted for at all times. The childminder has a paediatric first aid qualification, which means that she is able to provide appropriate care for children in the event of an emergency situation. While cleanliness throughout the childminder's home is sound, there is a weakness with regard to hand drying facilities. Current procedures include the use of a communal towel, which does not effectively prevent the spread of infection.

Resources are adequately organised providing an environment, which is warm and welcoming to children and their families. Children have access to a dedicated playroom containing child-height storage, which promotes their independence. Children regularly attend local toddler groups, which provide the opportunity to socialise with others. In addition, trips out to the nearby forest and local parks ensures that children have the chance to see first hand the diverse world they live in. The childminder strives to ensure her provision is sustainable.

The childminder has developed sound relationships with parents of children. This is supported by her with regular verbal exchanges of information about their child's care, some of their achievements and how they spend their time with her. However, there is a weakness in sharing information about children's learning. This does not ensure that parents are fully supported to play an active role in their child's early education. The childminder demonstrates an understanding of the importance of partnerships with other providers of care and education.

The childminder undertakes some reflective practice, for example, holding regular discussions with other local childminders about good practice issues. This helps her to keep up-to-date with current childcare practice, in order to promote and implement improvements.

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

Children have access to a suitable range of resources and activities. They clearly show a sense of contentment in the care of the childminder. Children are

supported by the childminder to make satisfactory progress towards the early learning goals. The childminder makes observations of children at play inside and outside of the home. However, she does not effectively utilise all information gained, in order to plan to meet children's individual next steps for learning.

Children develop physical skills as they begin to learn how to manoeuvre wheeled toys around, avoiding obstacles in their way. They show an interest in information and communication technology as they use a battery operated keyboard. They problem solve as they explore and investigate the toy, pressing various buttons. As they take part in this creative activity, they have fun watching and listening with interest as the keyboard plays a variety of sounds and familiar tunes. Children's independent skills are encouraged as they successfully follow simple instructions, for example, opening the fridge to put their packed lunch away. In addition, low-level storage supports children to initiate their own learning. The childminder provides children with a running commentary about what they are doing. This promotes language development as they begin to mimic some of the words she says. Children show pride in their own achievements, for example, when they successfully work out how to get dough out of a container.

On the whole daily routines and practice promote children's understanding about safety. For example, at times they learn about road safety when they are out in the local community with the childminder. Children demonstrate that they feel safe and secure in the care of the childminder, for example, at times they look to her for reassurance. Their developing understanding of appropriate behaviour is supported by the childminder, who provides consistent boundaries. In the main, children are provided with learning opportunities, which help to support and develop their understanding about healthy lifestyles. They have fun taking part in a varied range of physical activities on trips out of the setting and weather permitting, in the garden. This helps to promote their developing understanding about the importance of regular exercise.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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