

Inspection report for early years provision

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Inspection date	02/05/2012
Inspector	Angela Jackson
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 lives with her husband and three children aged six, three and two years in Bulphan, in Essex. The whole of the downstairs of the childminder's home is used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of three children under eight years at any one time, of these, not more than one may be in the early years age group. The childminder is currently minding two children in the early years age range on a part-time basis. The childminder walks and drives to local schools, parks and toddler groups. She is a qualified teacher and 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 uses her excellent knowledge of the Early Years Foundation Stage to effectively support all children in learning new skills. She promotes full inclusion and establishes good partnerships with parents and other professionals in order to meet the needs of all children in her care. As a result, most children make very good progress across all areas of learning. Overall, the childminder effectively uses the process of self-evaluation to identify her strengths and to target areas for further development. She is firmly committed to broadening her knowledge by undertaking further training demonstrating good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the process of self-evaluation to show how the provision has a direct impact on children's learning and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected. The childminder has a good understanding of child protection issues and has clear procedures in place to manage any concerns she may have about children in her care. The childminder makes sure children are constantly supervised and all adult members of the household are suitably vetted. Children are kept safe in the childminder's house because she carries out risk assessments on all aspects of provision including outings. All adults take responsibility for making sure identified hazards are checked and made safe each day. For example, that the smoke alarms are working

and plug sockets are covered. Toys and equipment are well organised, in good condition and stored within easy reach of children in the playroom. As a result of these measures, children are able to move freely and safely throughout the areas used for childminding.

Activities at home, and visits to local toddler groups and sessions at the children's centre, are planned to take full account of individual children's interests and needs. This means that children have access to resources and personalised support and they make good progress across all areas of learning.

The childminder constantly reflects on her provision and has completed the self-evaluation form. She demonstrates a good awareness of her strengths but it is not obvious whether she monitors the direct impact of her work and how it benefits children. The childminder has accurately identified targets for improvement, such as, developing the range of garden resources available. The childminder plans to undertake further training to extend her knowledge of strategies to support children with special educational needs and/or disabilities. She is a member of a small group of childminders in the area who offer short term care for parents of children with disabilities. The childminder also effectively shares ideas and equipment with other childminders. This means children benefit from having access to a broad range of toys.

In addition to the good partnerships the childminder is forming with other professionals, she is establishing effective working relationships with parents. She regularly seeks their views in order to offer services and options that best meet the needs of both parents and children. Parents say they are happy because their children are happy and they like the feedback they get from her. The childminder readily adapts and differentiates the activities to make sure all children can access and benefit from them. She values all children as individuals and reports on achievements on a monthly basis, as well as, the daily and weekly records for parents. This means parents are able to take an active part in their children's learning.

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

Children feel safe and secure in the care of the childminder. The childminder fully promotes healthy lifestyles through daily exercise and play in the garden, as well as, on walks and visits to the local park. On coming in from play and before eating, children follow very good hygiene routines, such as, taking off dirty boots and washing their hands. Children are offered a broad range of fresh vegetables each day, such as, cucumber and carrot with a hummus dip for their snack. Children learn to keep themselves safe by practising emergency evacuation procedures and by managing risks, such as, finding safe places to play. Children enjoy climbing into boxes and small spaces. The childminder keeps children safe on their explorations by making sure kitchen appliances are turned off and by guiding children onto grass rather than uneven paths.

The childminder effectively supports children in learning to handle small tools and

equipment. She extremely effectively links the development of physical skills with learning about different traditions and cultures. For example, at Chinese New Year the youngest children learn sit alongside older children and use chopsticks to eat noodles. This is extended by using chopsticks to pick up other foods and small items. Children enjoy more vigorous physical play in the large garden. The large wheelie toys, such as, cars and bicycles are very popular and the long garden provides plenty of space to kick and play ball. The garden is a haven for wildlife and children are encouraged to investigate the natural world looking for ladybirds and snails. The childminder expertly extends children's interest in the bugs and engages children in searching through plants to look for the insects.

Resources are extremely effective in inspiring children to learn. There is an extensive range of books that are colourful and displayed attractively. Young children learn to enjoy independent reading of stories and the sharing of story and singing times. This means that children have excellent opportunities to develop a wide vocabulary and understanding of difference and diversity in the wider world. Everyday activities, such as, preparing lunch together, cooking banana muffins and role play such as shops and garden centres, mean that children gain excellent awareness of number, shape and size. A wealth of interactive toys stimulates children's interest in how things work. Children happily spend time finding out where and what moves when a remote control device is pointed at different objects in the house.

Children's development of skills for the future is enhanced through the childminder providing rich and varied opportunities for learning. She is innovative in using technology by taking photographs and immediately recording observations. Children learn through her skilful modelling of the use of new equipment and have immediate access to the photographs. Children see themselves and what they do is valued. The childminder enhances children's sense of self-esteem and confidence by personalising reward charts. The charts reflect each child's interests and favourite characters so that children immediately respond and enjoy the praise and stickers they receive. The childminder has clear expectations for behaviour and children are learning to share and be kind to one another.

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	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	1
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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	1
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	1
The extent to which children develop skills for the future	1

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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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