

Inspection report for early years provision

Unique reference number	EY433348
Inspection date	13/02/2012
Inspector	Lynn Hughes
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 two children aged eight and nine years old in Chelmsford, Essex. The whole of the ground floor of the property is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from local pre-schools. The family have guinea pigs and a dog.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. There are currently four children attending, who are within the Early Years Foundation Stage, all of whom attend on a part-time basis. The childminder also offers care to children aged over five years. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder is developing her knowledge of the Early Years Foundation Stage to enable her to deliver this effectively. She is developing knowledge of the children in her care by working well with parents and other early years settings. Children participate in an exciting range of play opportunities and some planned activities, which help them to develop across all areas of learning. The childminder is beginning to establish procedures to help her to promote equality and diversity throughout her provision. Systems for reviewing and evaluating the setting to maintain continuous improvements are in their infancy.

What steps need to be taken to improve provision further?

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

- ensure self-evaluation clearly identifies specific areas for future improvements in practice and the impact on outcomes for children
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and difference and the reasons for those; where necessary help children to learn to value aspects of their own and other people's lives.

The effectiveness of leadership and management of the early years provision

Children are appropriately protected from harm through the childminder's clear safeguarding procedures. She is in the process of consolidating her knowledge of safeguarding issues through training. Children play and learn in a safe and secure environment as the childminder conducts daily safety checks, as well as more

rigorous regular risk assessments. All adults living on the premises are appropriately vetted and proof of their clearance is held on file.

This is the childminder's first inspection since registration. She has been actively caring for children since the end of 2011 and is beginning to embed her procedures and working practices. The childminder has not yet implemented an effective system for reviewing and evaluating her setting to enable her to identify her strengths and any areas for improvement. She is beginning to consider the effectiveness of the activities she provides and plans to involve parents in her self-evaluation process once established.

Children safely select toys and play materials from the interesting range offered to them. They easily access resources, which are appropriate for their age and stage of development from the storage units presented at their height. The childminder supports children by sitting with them and facilitating their ideas and suggestions. She is beginning to embed her childcare knowledge through appropriate training and regularly discusses childminding issues with other registered childminders and professionals. Children have some opportunities to learn about the wider world as books, toys and resources depict people from a range of backgrounds. Opportunities to participate in festivals and special occasions to enhance their understanding of other people's different beliefs are beginning to be offered.

Parents are provided with clear information about the childminder's service and provision. She ensures that they receive, read and understand her written policies by asking them to confirm this in writing. Parents are provided with effective information about their children's day through a lively verbal hand over and through the information recorded in their daily diary. The childminder has systems in place to enable her to work in partnership with other settings delivering the Early Years Foundation Stage.

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

Children enjoy their time with the childminder and benefit from the well-organised, enabling environment and calm and relaxed atmosphere, in which they are cared for. They freely choose favourite toys and activities, enabling them to guide their own play and learning and to become independent. Children have fun playing with play dough. They use the exciting range of modelling equipment to cut and make shapes from the dough. They name the colours of the dough found in different pots and talk about their favourite colours. Children enjoy sorting and matching games, aided by the childminder and her children. The childminder is beginning to record her observations of the children's play and learning and to use these to plan activities, which she feels will help them to achieve their next steps in learning. The planning is quite informal and based upon the children's interests and suggestions.

Children are and feel safe and secure in the childminder's care. They move confidently around the ground floor of her home, accessing the range of resources

on offer to them. Children develop an understanding about keeping safe as they follow the childminder's clear directions. For example, they talk about road safety and practise evacuating the premises in case of an emergency. Children are fit and healthy and enjoy a well-balanced and nutritious diet during the day with the childminder as she is committed to promoting healthy eating. They have good opportunities to experience fresh air and exercise when they play in the childminder's garden or go for walks in the local area. Their personal needs are effectively met by the childminder, who encourages them to develop clear hygiene habits through good role modelling.

Children are settled and comfortable in the childminder's home. They show little concern for strangers, demonstrating that they feel confident and at ease. When approaching the childminder for reassurance, they are immediately responded to with a kind and caring cuddle. The childminder is very positive and speaks to children in a warm and relaxed manner, promoting their confidence and self-esteem at all times. Children participate in activities, which enable them to develop essential skills for the future. They communicate effectively and tell real and imaginary experiences. Their imagination is promoted by the childminder, enabling them to explore ideas.

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	2
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	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
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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