

Inspection report for early years provision

Unique reference number	EY441330
Inspection date	20/07/2012
Inspector	Tina Mason
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 2012. She lives with her husband and two children aged two and five years in Rochford, Essex. The whole of the property is used for childminding purposes and accessibility to the premises is via a small step to the front door. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom no more than two may be in the early years age range. There is currently one child attending who is within the early years age range. 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.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a rich environment that supports children's learning and provides a wide range of age- and developmentally-appropriate activities. Consequently, children make good progress in their learning and development, however written records to support this are not fully developed. The childminder understands each child's individual needs and provides them with some experiences to find out about the world around them. Children benefit from the effective partnerships established with parents and most aspects of children's welfare are promoted well. The process of self-evaluation is yet to be fully implemented and developed to ensure children benefit from continuous improvement.

What steps need to be taken to improve provision further?

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

- take necessary steps to safeguard children by implementing an effective procedure in the event of a child going missing and in the event of a parent failing to collect a child (Safeguarding and promoting children's welfare). 06/08/2012

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

- improve the use of observation and assessment to track children's progress towards the early learning goals
- develop further opportunities and experiences for children to develop an understanding and value of diversity

- improve the systems for the organisation of the setting by developing the use of self-evaluation to support on-going improvements.

The effectiveness of leadership and management of the early years provision

The childminder follows sound procedures to safeguard children. She is confident in her ability to identify, record and report any child protection concerns in line with the Local Safeguarding Children Board procedures. Children are closely supervised at all times and are protected from unvetted persons. The childminder has compiled a satisfactory range of policies and procedures that inform parents about the service she provides. Confidentiality is maintained and documents are kept secure and are suitably organised. However, the childminder does not have a lost child procedure or a procedure to follow in the event of a parent failing to collect a child at the appointed time. These are legal requirements of the Early Years Foundation Stage Statutory Framework and consequently, children are not fully safeguarded. Accidents, incident and medication records are in place and parental consent for emergency medical advice and treatment is obtained. In addition, the childminder holds a current first aid certificate. This ensures that all children are cared for in an emergency without delay. The environment is safe and the childminder is proactive in minimising any risks to children through completing risk assessments and safety checks, which are carried out on a daily basis.

The childminder recognises the importance of making good use of the outdoor learning environment and ensures that children benefit from regular opportunities to enjoy fresh air and physical exercise in the garden and local parks. The childminder involves children in social activity groups and makes good use of local services such as the library. She provides some opportunities for children to explore their own cultures and beliefs and those of others, and is building in confidence in regards to promoting equality and diversity within her setting. The childminder demonstrates a commitment to her role and making improvements. However, a system of self-evaluation has not yet been fully established to promote effective monitoring and identification for future priorities.

The childminder has established effective partnerships with parents and ensures that she is well informed about each child's individual needs. She collects information about their routines and preferences when children start to help them settle and feel comfortable in her home. Daily discussions with parents and written information ensures they receive useful information about their child's day and individual care routines. The childminder does not currently care for children with special educational needs and/or disabilities or for any children who attend other early years provision. However, she understands the importance of partnership working to improve outcomes for such children when the need arises and is aware of the importance of sharing information with other settings, when appropriate, to support children's continuity of care.

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

Children are happy, settled and secure and are made to feel welcome by the childminder. She supports their learning as she joins in with their play and by providing activities which follow their interests. Children have good opportunities to initiate their own play as toys and resources are easily accessible, which promotes their choice and independence. They learn to share and take turns as they play and receive regular praise and encouragement for their efforts and achievements, boosting their self-esteem. They benefit from lots of fresh air as they walk to and from school daily, visit parks and play in the garden. This enables them to develop and refine their physical skills as they play energetically. The childminder has a sound understanding of children's development and is increasing her knowledge of the Early Years Foundation Stage through further reading and training. Children make good progress in their learning and the childminder plans appropriate activities and experiences to interest and challenge them. However, there is not always a clear link between her observations and planning for individual children's next steps in order for her to fully track children's progress.

Care is taken by the childminder to provide activities that support children's speech and literacy. For example, children enjoy looking at and reading story books with the childminder and have frequent opportunities for mark making. Toddlers are very inquisitive and interested in exploration and investigation in many of the sensory toys and activities. For example, children enjoy pretending to answer the toy telephones that have flashing lights and make different sounds as the buttons are pressed. They imitate talking on the telephone as they babble away into the mouth piece. Children enjoy playing with the treasure chest and natural materials, this enables them to explore objects using all their senses, shaking, hitting, looking at, feeling with both their hands and mouths, pulling and poking. Throughout the range of activities, children's creative and expressive learning is supported. For example, children have access to an assortment of art and craft resources, involving different coloured paints, shapes and textures. Children enjoy paint dabbing, creating simple patterns with their fingers and hands and sprinkling sand onto glue to make patterns on paper. Children have clearly established positive relationships with the childminder and come to her for cuddles and reassurance. The childminder interacts well with children to extend their learning, sitting on the floor and engaging in their play. The childminder chats constantly with them and responds positively to young children's early sounds. The childminder also provides some adult-led activities, such as art and craft and visits to the library.

Children respond positively to praise and encouragement and their behaviour is good. Children benefit from sound hygiene practices and healthy eating, promoted by the childminder. For example, from a young age children are helped and encouraged to wash their hands at the appropriate times. Children have easy access to drinks of water as they play. They enjoy a selection of healthy and nutritious meals and snacks, where all dietary requirements are met and any specific issues are dealt with consistently. Children learn about keeping safe when they practise the emergency evacuation procedure and learn about road safety when out on walks.

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	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	2
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	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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