

Inspection report for early years provision

Unique reference number EY375466
Inspection date 18/05/2010
Inspector Suzanne Joyce Stedman

Type of setting Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2008. She lives with her husband and child aged one in Hadleigh, Essex. The whole of the childminder's house excluding two bedrooms on the first floor is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children at any one time and is currently caring for five children aged one to six, all children are cared for part time. The childminder drives to local schools to take and collect children. The childminder attends group activities outside the home. The family has a dog and one cat. The childminder supports children with learning difficulties and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in the friendly and well organised atmosphere of the childminder's home. They make good progress, are sociable and well settled and benefit from the close relationships developed. Children's health and safety are promoted with success and they benefit from a high level of individual attention. There is a strong partnership with parents and others delivering the Early Years Foundation Stage to the minded children. The childminder reflects on her practice and clearly has the capacity to maintain continuous improvement by using the Ofsted self evaluation form.

What steps need to be taken to improve provision further?

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

- Develop further assessment records to identify the next steps relating to the areas of the early years foundation stage.

The effectiveness of leadership and management of the early years provision

Children are very well protected. The childminder holds sound knowledge of safeguarding children procedures and knows how to respond if she should be concerned about a child in her care. All visitors to the home are monitored and all household members have undergone the relevant checks. The childminder ensures that children are not exposed to unnecessary risks as she keeps her home free of hazards by conducting regular health and safety checks and ensuring that the relevant safety measures have been taken, such as using safety gates, plug socket covers and drawer and cupboard locks.

The childminder has an extremely positive approach to her work as a childminder and has attended training courses, such as a level three in child care, the early years foundation stage training and first aid. Children benefit from this as the

childminder extends her knowledge which underpins the existing good practice. The childminder is well organised and has good policies and procedures in place.

Children benefit from the positive relationships that the childminder has established with their parents. They are offered comprehensive information about the service that she provides both verbally and in written form. Parent and children's views are regularly sought and their feedback is very positive. Children enjoy the child centred environment that has been created for them such as the sand pit in the garden where they build and shape wet and dry sand.

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

Children are developing an understanding of possible dangers and how to stay safe. For example, children learn about road safety and what to do in the event of an emergency by practising the fire evacuation plan. Children remain well hydrated and comfortable during the day because they are continually provided with drinks. The childminder promotes good hygiene practices herself and children wash their hands at appropriate times during the day. This sustains good levels of hygiene and helps to prevent the spread of infection.

Children respond to the childminder's appropriate behaviour management strategies that take into account their age and stage of development. They receive continual praise and encouragement which develops their confidence and self-esteem. This is supported by the childminder who encourages the children to play harmoniously together, to share the resources and take turns. The childminder is beginning to help children to appreciate diversity and develop a positive view of society and the wider world. For example, they use the Chinese to English dictionary to identify Chinese words and phrases.

Children are offered a creative variety of activities and play opportunities both inside and out that supports them in making good progress in all areas of their learning. The childminder provides an enabling environment for children. This is because space and resources are well-organised to enable children to explore and make choices in their play. Children relax in the surroundings and build their confidence and self-esteem because the childminder provides good levels of interaction and support. The childminder quickly reacts to the children's interests and changing developmental needs. She has a very good knowledge and understanding of the Early Years Foundation Stage learning and development requirements. She records observations of each child's achievements and progress, however the next steps need to be further developed.

Children develop their imaginations with regular craft, musical and role play activities. Children are developing their appreciation of books, looking at these independently as well as enjoying a story from the childminder. Children have opportunities to understand simple concepts and solve problems, for example, as they complete puzzles. They have great fun watching bubbles as they drift towards them in the garden. They also enjoy dancing excitedly to action rhymes such as heads and shoulders knees and toes identifying the areas of their bodies as they

sing along. Children are developing the skills to be active learners and as a result are making good progress in communicating, literacy, numeracy and information and communication technology.

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

How effectively is the Early Years Foundation Stage led and managed?	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	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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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