

Inspection report for early years provision

Unique reference number	EY337817
Inspection date	28/10/2011
Inspector	Patricia Champion

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 2006. She lives with her partner and adult child. They live in a house in a residential area in Southend-on-Sea, Essex. All areas of the childminder's house are registered for childminding. Access is via two steps up to the front door. There is a fully enclosed garden available for outside play. The childminder occasionally works with an assistant. The family has a dog.

The childminder is registered to care for a maximum of six children at any one time and is currently minding four children in the early years age group on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local carer and toddler group on a regular basis and takes children to the local parks and library. The childminder is a member of an approved childminding network and supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a calm, comfortable, inclusive environment where children are happy and confident. The childminder's exceedingly good relationships with parents, other early years professionals and external agencies ensure that she is well informed about each child's requirements. She uses her knowledge of children to plan effectively and they make good progress towards the early learning goals. The childminder's self-evaluation and risk assessments are, in the main, effective in promoting children's health and safety. She demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- ensure that at least one person who has a current paediatric first aid certificate is on the premises or on outings at all times when children are present (Safeguarding and promoting children's welfare). 11/11/2011

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

- enhance the play environment so that it is rich in print and children can learn about words and numbers using names and labels.

The effectiveness of leadership and management of the early years provision

The childminder has developed a comprehensive range of policies to guide her practice. These are shared with parents, keeping them well informed and maintaining a safe and healthy environment. The childminder has a clear understanding of procedures for safeguarding children from harm or neglect and has attended training in this area of work to further her knowledge. She has a sensible attitude to safety and takes steps to ensure children are kept safe in the home and when on outings. The childminder undertakes risk assessments to reduce the likelihood of accidents and children are consistently supervised to ensure they remain safe. All adults living and working on the premises have undergone the required background checks to ensure they are suitable to be around children. The childminder holds a current paediatric first aid certificate to enable her to deal with minor accidents and injuries. However, when the assistant works alone for short periods, there is not a person with a full paediatric first aid certificate supervising the children and this is a breach of welfare requirements.

The childminder works extremely closely with parents and carers to ensure that individual children's needs are met; for example, very young children whose routines quickly change as they grow and develop, really benefit from the excellent systems of sharing information. This ensures care is consistent with that provided at home. Important notices are displayed, useful health, safety and childcare leaflets are shared and very thorough information is recorded in the daily diaries about daily care routines and the activities the children have participated in. Thank you cards and feedback, through questionnaire forms, from parents show that they really value the childminder's skills and are exceedingly happy with the care and support provided by her and the assistant.

Inclusive practice is well promoted and all children are included in activities. The childminder is very responsive to individual personalities and development. She is confident in her knowledge of how to develop children's understanding of diversity so that all differences are valued fully. Excellent links have been established with other agencies and professionals. The childminder attends important meetings to share information about children's development and well-being. She effectively liaises with play therapists and reception teachers to share details about progress and achievements. The childminder acts on advice from her network coordinator and meets with other childminders to share ideas and keep up with changes. She has very close links with nearby children's centres where she regularly attends group activities with the children.

The childminder demonstrates a positive attitude to making improvements and maintaining the good service. All recommendations from the last inspection have been addressed. The childminder attends training courses and workshops to enhance her skills and knowledge for the benefit of the children. She periodically highlights strengths and some areas for development when completing her self-evaluation.

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

Children show a happy disposition towards their learning as they explore, investigate and use their creativity and imagination. A wide range of good quality play materials are stored where children can make choices in their learning and good use is made of the local toy library to supplement resources. Children are actively engaged in a balanced programme of adult-led and child-initiated play, which builds on what they already know and can do. This successfully supports their developing knowledge and skills across all areas of learning and consequently, children are progressing well towards the early learning goals. The childminder undertakes perceptive observations and regularly uses these, along with photographs and samples of the children's artwork, to record and track their development. These systems enable her to effectively identify and support children's next steps in learning.

Children's communication is enriched as the childminder uses lots of open questions to encourage the children to express themselves. They learn respect for themselves and others as the childminder explains appropriately why some behaviour is not acceptable. The consistent use of praise and positive reinforcement contributes effectively to the children developing a good sense of self and belonging to a wider family group. Children play with a good range of resources depicting positive images of differences and diversity and learn Makaton sign language to enhance communication. Planned activities linked to cultural festivals and traditional events are also provided to further develop children's knowledge in this area. Children really enjoy looking at books with the childminder. She uses puppets effectively to make popular rhymes, such as 'This little piggy went to market', meaningful to children. The childminder uses some posters to display information for children, such as examples of food that contributes to healthy eating; however, the play environment is not yet rich in print so that children can learn about words and numbers using names and labels.

Children's health is well promoted. The childminder works very closely with parents to ensure children's individual medical needs or dietary requirements are recognised and met and she encourages children to learn and understand how to keep themselves fit and well. Nappy changing is hygienically undertaken. The home is clean and tidy and snacks and refreshments are readily available and nutritious. The childminder ensures children gain fresh air and exercise each day. Children develop their physical skills as they use a variety of toys in the garden, or go on walks in the local community or to the park. There are very good arrangements organised within the daily routine for children to sleep soundly and undisturbed. Outdoor activities are also used to help children consider safe practices, such as crossing roads together while wearing high visibility jackets. Fire drills are regularly practised so that all children know how to swiftly evacuate the premises in the event of an emergency.

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	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	1
The effectiveness of the setting's engagement with parents and carers	1

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

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