

## Inspection report for early years provision

---

|                                |             |
|--------------------------------|-------------|
| <b>Unique reference number</b> | EY340520    |
| <b>Inspection date</b>         | 11/07/2011  |
| <b>Inspector</b>               | Tina Mason  |
| <b>Type of setting</b>         | 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 assesses 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](mailto: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.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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 2006. She lives with her husband and child aged seven years in Grays, Essex. The whole of the property is used for childminding. Accessibility to the premises is via a small step to the front door. There is a fully enclosed garden available for outside play. The family have two dogs and a cat as pets. 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 five 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 two children attending who are within the Early Years Foundation Stage. 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 childminder supports children with special educational needs and/or disabilities and children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled within the welcoming family environment. The childminder has a sound understanding of the Early Years Foundation Stage, as a result most children are making steady progress in their learning and development, in a safe and stimulating environment. A good variety of activities and resources are provided to stimulate children's interest and extend their learning and development. Systems to promote children's welfare are effective; however, they are not always satisfactorily documented. The process of self-evaluation is yet to be fully implemented and developed to ensure children benefit from continuous improvement. Partnerships with parents and other settings make sure children's individual needs are well known, which enables consistency of care.

## What steps need to be taken to improve provision further?

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

- expand the risk assessment of the premises to include aspects of the environment that need to be checked on a regular basis and maintain a record of these aspects and when and by whom they have been checked (Suitable premises, environment and equipment) 11/08/2011

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

- develop systems for using children's next step in their learning inform future planning to meet the children's individual needs as they progress towards the early learning goals
- improve the systems for the organisation of the setting by developing the use of self-evaluation to support ongoing improvements.

## **The effectiveness of leadership and management of the early years provision**

Clearly written policies and procedures are in place and followed by the childminder to ensure children's welfare is effectively safeguarded and promoted. This is reflected in her understanding in regards to recognising possible signs and symptoms of abuse, and the procedures she would follow should she have concerns. The environment is safe and the childminder is proactive in minimising any risks to children. However, a record is not maintained of the daily safety checks carried out, this is a breach of regulations and compromises children's safety. Children's play opportunities are enhanced by the good organisation of space and resources. Confidentiality is maintained and documents are kept secure and are organised. All adults living in the childminder's home have undergone all necessary checks to establish their suitability. The childminder records children's attendance on a daily basis with the number of hours they are in her care. All necessary records of accidents, incidents and medication are in place. For example, consent for emergency medical advice and treatment. This ensures all children are cared for in an emergency without delay.

Children benefit from easy access to a good range of toys and play equipment. The resources are displayed in a manner that invites investigation and the environment is warm and welcoming. The childminder meets the needs of children well irrespective of background or ability. Regular outings around the local community effectively help children to learn about and understand the society in which they live. Good links with parents enable children's needs to be met effectively. For example, daily diaries are used and information is shared verbally daily regarding children's progress and the activities they have been involved in. Parents are also kept informed about their child's assessment records as, they are encouraged to look at their child's observations and achievements. A system of self-evaluation has not yet been established to promote effective monitoring and identification for future priorities. The childminder does not currently care for children with special educational needs and/or disabilities. However, she understands the importance of partnership working to improve outcomes for such children when the need arises. The childminder does not currently care for any children who attend other early years provision. However, she 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 in the care of their childminder. They are made to feel welcome and have good relationships with her and her family. She supports their learning as she joins in with their play and by providing activities that follow their interests. Children have sufficient opportunities to initiate their own play as toys and resources are easily accessible this, promotes children's choice and independence. They learn to share and take turns as they play and receive regular praise and encouragement for effort and achievement, this helps boost their self-esteem. Children benefit from lots of fresh air as they visit parks, go to the seaside, attend regular toddler groups and indoor play centres. 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 framework. The childminder observes the children's development and has subsequently identified the next steps in their learning. However, there is not a clear link between the observations and planning for individual children's next steps. Much 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. Children have clearly established positive relationships with the childminder; Children enjoy a warm and caring relationship with the childminder. The childminder values and respects children and includes them in decisions about their play and care. As a result, they are developing good independence and appropriate confidence in expressing their wants and needs. Good use is made of resources to promote children's problem solving. For example, children enjoy playing number games with the childminder where they learn about adding and subtracting. Throughout the range of activities, children's creative and expressive learning is well supported. For example, children have access to an assortment of art and craft activities, involving different coloured paints, shapes and textures. For example, children enjoy making different creations when making collage patterns, painting and playing with play dough. Visits to farms and parks encourage children's curiosity in nature, animals and wildlife.

Children's awareness of diversity and the wider world is promoted through a balanced range of resources, such as, books, dolls that promote disability in a positive manner, small world figures and focused activities. Children respond positively to praise and encouragement, they are confident and self-assured, happy and settled. Their behaviour is good; they develop positive relationships with adults and their peers. Children benefit from good hygiene practices and healthy eating promoted by the childminder. 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 dealt with consistently. Children are safe within the home. For example, they are involved in regular fire evacuation drills to develop their awareness of fire safety and know what to do 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 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 | 3 |
| The effectiveness of partnerships                                                                    | 3 |
| 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 | 3 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 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](http://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 |
|--------------------------------------------------------------------------------------------------|-----|