

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY376504
<b>Inspection date</b>	29/10/2008
<b>Inspector</b>	S Campbell
<b>Type of setting</b>	Childminder

## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2008. She lives with her husband and two children aged two and five in Upminster, Essex. The whole ground floor, two bedrooms and first floor bathroom of the childminder's house is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for no more than four children under eight years of age. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There is one child in the Early Years age group and three children in the Childcare Register age group on roll. The family have a pet cat and three rabbits. The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

Overall, the childminder creates a warm and welcoming setting. The children are interested in the toys on offer and they have access to a good range of resources that are age and stage appropriate and provide sufficient challenge and stimulation. The childminder ensures the needs of all children are appropriately known and met through her detailed documentation and information obtained from parents. The childminder is committed to continual improvement through on-going training which contributes to the outcomes for children while at the setting.

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

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

- further develop knowledge and understanding of the Early Years Foundation Stage to ensure children are fully supported towards the early learning goals
- continue to develop systems for observation, planning and assessment to progress children's individual learning and development

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

The children are appropriately safeguarded because the childminder has ensured reasonable steps have been taken to maximise their safety while at the setting, for example the use of safety gates are in place, electric sockets are inaccessible to children and where required safety corners are fitted on furniture. The children's well-being and safety is further promoted because required documentation is in place and well maintained, such as the recording of children's attendance. In addition the childminder has implemented appropriate procedures to ensure children are collected from approved adults and when out on outings in the car they use car and/or booster seats.

The childminder works well in partnership with parents. She has implemented an

information pack for parents allowing them to have an understanding of her procedures and the care provided for children which further promote continuity of care. The childminder is flexible in her approach to childminding and is committed to supporting parents where possible, such as agreeing to collect children due to health issues. The childminder shares with parents both formal and informal information about children's progress and play.

The childminder organises her time well to ensure children take part in a range of activities to support their learning. The childminder provides an inclusive environment by ensuring relevant information is obtained about children's backgrounds and individual needs.

Since registration the childminder has successfully completed a first aid course and is currently undertaking an approved local authority childminding course. The childminder has begun to identify her strengths and areas for improvement and is willing to further attend short courses to support her current practices, for example a Level 3 Home Based Childcare course. This means she is able to appropriately support children's learning.

## **The quality and standards of the early years provision**

The children have developed good relationships with the childminder and her family. The children regularly attend carer and toddler groups which encourage them to interact with their peers and others. The childminder promotes children's independence by allowing them to have specific responsibilities, such as tidying up and making their own sandwiches for a picnic. The children play harmoniously together and they are familiar with the routine of the day. In addition the childminder ensures younger children rest according to their needs to promote their well-being while at the setting.

The childminder supports all children well to promote their overall learning and development. She responds well to toddler's babbles and continually talks to them to encourage language development. The older children are beginning to understand print carries meaning because the childminder spends time reading books to them. The children enjoy looking at books and they regularly go out on trips to the local library.

The children have access to a sufficient range of resources to develop early problem solving skills, such as activity centres, puzzles and posting box. The childminder is moving older children on well in their next stage of development through introducing them to letters of the alphabet and numbers. The children have access to a sufficient range of resources to develop their understanding of similarities, differences and the wider world. The children take part in planting activities, for example water cress and sweet peas. They are encouraged to take responsibility for their growth enabling them to develop an understanding of life cycles and nurturing.

The children have access to some musical toys to promote their creative skills. They are able to act out real life situations when playing with the phone, washing line, kitchen and play food. The children's imaginative and creative skills are further

promoted by engaging in planned activities, for example making felt bags. The children's both fine and gross motor skills are developing well. They are able to use a range of large equipment when playing out in the garden, such as a slide, trampoline and swing. In addition they regularly go out on trips to the local park and feed the ducks which contribute to their good health.

The children take part in some adult directed activities and the organisation of the day allows them to engage in free play activities to promote their learning and development. The childminder obtains some information about children's starting point enabling her to build on what they already know. She has begun to carry out basic observations and at the end of the day parents receive written information about children's daily activities, sleep and food intake to promote continuity of care. However, the systems for observation, planning and assessment have yet to be fully developed to ensure it is sufficiently linked to the Early Years Foundation Stage and effectively support children's individual needs. The childminder is beginning to work in partnership with children's schools to ensure their learning is extended within the home. She supports older children well by assisting with homework tasks, such as reading and maths.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Satisfactory
How well does the provision promote inclusive practice?	Satisfactory
The capacity of the provision to maintain continuous improvement.	Satisfactory

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Satisfactory
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Satisfactory
How well are children safeguarded?	Satisfactory

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Satisfactory
How well are children helped to be healthy?	Satisfactory
How well are children helped to enjoy and achieve?	Satisfactory
How well are children helped to make a positive contribution?	Satisfactory
How well are children helped develop skills that will contribute to their future economic well-being?	Satisfactory

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
--	-----

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints made to Ofsted.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.