

## Inspection report for early years provision

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<b>Unique reference number</b>	EY364473
<b>Inspection date</b>	09/10/2008
<b>Inspector</b>	Janette Elaina Lockwood
<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 partner and two children aged two and four years in Leigh-on-Sea, Essex. The whole the childminder's house is used for childminding and there is a fully enclosed garden for outside play. Disabled access may be limited as there is a small step and passage area which in turn leads into the living area.

The childminder is registered to care for a maximum of four children at any one time and is currently minding one child under five years. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary Childcare Register. The childminder walks to local schools to take and collect children. The family has two cats.

## Overall effectiveness of the early years provision

Effective implementation of the Early Years Foundation Stage helps meet the needs of children in this setting so their individual needs are identified and met through inclusive practice. The childminder is systematically developing her provision to ensure she takes account of the learning and development requirements together with the welfare requirements to provide a good quality service. Whilst developing her practice she self-evaluates to identify areas to improve on in order to maintain continuous improvement.

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

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

- take reasonable steps to ensure that hazards to children are kept to a minimum (this refers to the safety of glass in the French doors and the security of the garden gate).

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

- ensure the smoke detectors are in working order at all times

31/10/2008

## The leadership and management of the early years provision

Good organisational skills in the use of time, space and resources help the childminder to meet children's individual needs well in their learning and development helping them to gain new skills and move steadily towards the early learning goals. Monitoring of how well children are learning is undertaken by the use of evaluative observation records which show individual progression and what they need to do next to continue in their development.

Using a written self-evaluation form has helped the childminder to identify her strengths and weaknesses and aspire to continue progressing in her own learning so she can further improve the quality of service offered, for example, she has identified training issues and areas for building partnerships in the wider sense to give herself more opportunities to keep up-to-date with current childcare issues, as well as building necessary networks with other providers to benefit any children they may share. Partnership with parents is firmly established with the childminder taking time to chat over a cup of tea in the mornings and observations and achievements are discussed. This keeps the lines of communication open and helps the child to settle down into their day.

A good understanding of child protection procedures, an awareness of the importance of being vigilant and acting on any concerns helps ensure children are safeguarded and the childminder has a desire to further her understanding in this subject by seeking training. Furthermore, she has written procedures which she shares with parents to keep them informed of her responsibilities towards protecting children.

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

Effective strategies throughout the Early Years Foundation Stage help children to learn and develop well, as the childminder continues to familiarise herself with the new requirements. She provides children with interesting opportunities to initiate some of their own play, both inside and outdoors as well as supporting or leading them in particular activities which build on their own interests. For example, she introduced a project on dinosaurs for a child who held a particular fascination for them.

The welfare requirements of the Early Years Foundation Stage (EYFS) are met appropriately but although the childminder risk assesses her premises, there are still some safety issues regarding the safety of glass in the lounge and the security in the garden to prevent intruders. In addition, there are concerns in relation to the smoke detectors which are not always maintained in working order as an early warning system for fire emergencies so children may not be fully protected from harm. Children do have some opportunities to learn about safety for themselves through observing house rules and learning road safety, for example.

The spread of infection is minimised as good habits are instilled into children such as covering their mouths if they cough or sneeze and not sharing food. The provision of individual towels further helps prevent cross infection and there are procedures to keep toys and equipment clean. Parents are made aware of the setting's policy for sick children and permission is obtained for emergency treatment so children can be cared for properly if they are ill or have an accident.

A comfortable and child-friendly environment, regard to each child's uniqueness and good partnership with parents helps children to enjoy and achieve as they feel safe and secure in the setting. In addition, regular praise and encouragement together with plenty of opportunities to speak about their homes and families develops their

sense of belonging and gives them opportunities to learn about diversity.

Whilst children take part in well-planned activities such as making an apple crumble, they learn holistically across the areas of learning and develop practical language and numeracy skills as well as social skills such as taking turns and sharing. These abilities are encouraged during many activities and help children to show motivation and learn and adopt good habits to help them in the future for their economic well-being.

## 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>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<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?	Good
How well are children helped to make a positive contribution?	Good
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: Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure there is a written statement of procedures to be followed in relation to complaints that reflects 20 days to investigate (this relates to the requirements of the CCR and which a parent makes in writing or by e-mail). 31/10/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure there is a written statement of procedures to be followed in relation to complaints that reflects 20 days to investigate (this relates to the requirements of the VCR and which a parent makes in writing or by e-mail) 31/10/2008

## **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**

There have been no complaints made to Ofsted since registration.

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.