

## Inspection report for early years provision

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<b>Unique reference number</b>	123895
<b>Inspection date</b>	06/01/2009
<b>Inspector</b>	Jill Nugent
<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 registered in 2000. She is a member of the National Childminding Association. She lives with her husband and two adult children in a house in Goffs Oak. The whole of the house is used for childminding except for the lounge and one bedroom. There is a secure garden available for outdoor play. Access to the house is at ground level via a short footpath.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight at any one time. She is currently minding four children within the early years age group. She travels to local schools to take and collect children.

## Overall effectiveness of the early years provision

The childminder offers a welcoming and inclusive provision. Children benefit from her previous experience in childcare. She encourages them to learn through play and exploration but does not yet plan effectively around their individual learning needs. Children's welfare is promoted well although there is a lack of supporting documentation in some areas. The childminder is using self-evaluation to highlight areas of her practice that can be developed and in this way maintains continuous improvement.

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

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

- make use of the observation and assessment system to plan activities that meet children's individual learning needs.

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

- put in place a complaints procedure and policies about ensuring equality of opportunities and safeguarding children (documentation, also applies to both parts of the Childcare Register) 10/02/2009
- request written permission from parents for seeking emergency medical advice or treatment (promoting good health, also applies to both parts of the Childcare Register) 10/02/2009
- extend risk assessments to include assessments of regular outings (safeguarding and welfare, also applies to both parts of the Childcare Register). 10/02/2009

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

The childminder's documentation is well organised and accessible. She prioritises children's well-being, taking into account their individual needs. She has an understanding of safeguarding issues and knows how to seek advice if necessary. She has ensured that all adults living in the house have been vetted. However, she does not have in place policies about equality of opportunity and safeguarding so as to provide a framework for her practice.

The childminder works closely with parents and carers. She informs them about her provision when they first visit and keeps them up to date through daily conversation. Children benefit from the sharing of records of development which enables parents to be involved in their learning. Parents are provided with information to enable them to contact Ofsted if they have any concerns. However, the childminder does not have a written complaints procedure in place.

The childminder has begun to evaluate her practice and is aware of some strengths and also areas requiring further development. She has worked hard to implement the learning and development aspects of the Early Years Foundation Stage and keeps up to date with all necessary training. She intends to continually improve the outcomes for all children through developing the paperwork aspect of her practice and extending the range of play resources available.

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

The childminder provides a homely play environment and a range of attractive resources set out within easy reach of children. They have fun exploring the toy boxes and enjoy the freedom to play with the toys in different ways, for example, pushing a toy digger around in a small buggy. The childminder enhances their play experiences through conversation and promotes learning by asking questions which further children's knowledge and understanding. She is particularly adept at allowing children to follow up their own interests and taking opportunities to extend their vocabulary and use of language. There is much spontaneous talk and this helps children to develop self-confidence. Their self-esteem is boosted through much praise and they develop close relationships with the childminder and others in the group. Children with learning difficulties are well supported through a close liaison with parents and other professionals.

Children learn to behave responsibly in the setting and are aware of their boundaries. The childminder reinforces good behaviour through a calm but firm approach. Her communication skills are particularly effective in helping children to feel valued and included. Children are encouraged to make decisions for themselves, often becoming absorbed in independent play. The childminder promotes an awareness of number, shapes and sounds as children explore. She is aware of their differing needs and encourages their involvement in relevant activities, for example, informal role play or directed creative and mark-making activities. She has introduced a system for observing and assessing children's progress. This shows clearly each child's stage of development although she is not

yet using it effectively to work out children's next steps in learning and to plan activities around these targets.

The childminder promotes children's health and safety through implementing appropriate procedures. She has carried out a risk assessment of her home and highlighted areas for action so as to ensure children's ongoing safety. She ensures that all resources and equipment are safe for children to use. However, she has not risk assessed regular outings, such as visits to the park. Children are offered a healthy diet and enjoy much outdoor play in the garden. They have good opportunities to find out about the natural environment as they set up bird feeders and harvest home-grown fruit and vegetables. Children are encouraged to be attentive to personal hygiene and safety at all times. The childminder has recently updated her First Aid qualification, although she has not requested written permission from parents for seeking emergency medical advice or treatment.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

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:

- take action as specified in the early years section of the report (welfare of the children being cared for). 10/02/2009

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:

- take action as specified in the early years section of the report (welfare of the children being cared for). 10/02/2009

## **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 the last inspection.

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.