

## Inspection report for early years provision

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<b>Unique reference number</b>	EY308474
<b>Inspection date</b>	28/01/2009
<b>Inspector</b>	Amanda Jane Gray
<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 2005. She lives with her husband and three children aged ten, six and two years. They live in a house in a residential area of Basildon within walking distance of schools, shops and Basildon railway station. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time and may also provide overnight care for two children under eight years. She is currently minding three child under five years on a part-time basis. The childminder is registered on the Early Years Register, the compulsory part of the Childcare Register and the voluntary Childcare Register. The childminder drives to local schools to take and collect children. The childminder is a member of the National Childminding Association and has no pets.

## Overall effectiveness of the early years provision

The childminder promotes very good inclusive practice using in depth knowledge of the children to influence their care and meet their needs in the Early Years Foundation Stage and is committed to partnership working. She provides a rich learning environment reflecting diversity in a very positive manner. All children make progress in their learning and development as the childminder has a good planning system in place, where observations are used to assess where the child is at in their development, these are used to plan for each of the children's next steps.

The childminder thoughtfully reflects on her practice and is proactive in seeking relevant training to enhance her provision and keep it up-to-date.

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

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

- ensure fire drills are practised with children on a regular basis.

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

- ensure that a full risk assessment is carried out for each outing undertaken (Safeguarding and welfare)

13/02/2009

## The leadership and management of the early years provision

The childminder is very enthusiastic about her work with children. She spends time devising her own written policies and procedures that outline all aspects of the

care she provides. The childminder continues to develop her knowledge and understanding of how young children learn and develop, through on going training courses. She ensures that children are kept safe at all times and has a clear understanding about the importance of criminal record checks. Children are never left unsupervised with visitors. Documentation, such as registers are kept up-to-date to ensure ratios are met and children can be safely accounted for at all times.

A comprehensive complaints procedure is in place and this is shared with parents. The childminder ensures that she keeps her training up-to-date, attending courses, such as Food Hygiene which help her to improve and ensure children are safe and well cared for. Daily risk assessments are effective in helping the childminder to identify and eliminate any risks to children. However, the childminder is yet to introduce written risk assessments for outings. Effective procedures are in place to ensure children stay healthy and the childminder is able to care for children appropriately if they become ill or have an accident.

The childminder is highly organised with her time, space and resources to manage her childminding practice effectively in relation to children's learning and development as well as the welfare requirements of the Early Years Foundation Stage (EYFS). These qualities help children to learn and develop steadily, enjoy the activities and develop a sense of trust and belonging.

Partnership with parents and others is taken into consideration when caring for children in the EYFS and the childminder regularly seeks parents' views and information to help her work closely with them to provide the best care, learning and play for children. The childminder demonstrates a good understanding of keeping developmental records for children. Daily diaries are kept on how the child has been during the day, what they have done and eaten as well as observational records, and individual planning. Parents further benefit from a comprehensive written report of their child's progress every three months.

Children are safeguarded in this setting because the childminder has a good understanding of child protection procedures and signs and symptoms of abuse. She provides parents with a copy of her policy to keep them informed of her responsibilities and is highly aware of her role in protecting children from harm and acting on any concerns to continue to safeguard them.

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

Children make good progress across all areas of learning and development. They do well because the childminder has embraced the Early Years Foundation Stage (EYFS) and is implementing it's principles in a manner which maximises outcomes for young children. There is a good balance between child-initiated and adult-led activities. The provision leads to children making good progress and showing positive attitudes to learning. The childminder's good knowledge of the EYFS learning and development requirements and guidance means she is confident in helping children learn appropriately both in and out of doors. Good quality planning and organisation ensure that every child enjoys and is suitably challenged by the learning experiences provided. Based upon observation, activities are well

matched to the full range of children's needs, so that all can succeed including those with learning difficulties and/or disabilities.

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. Children enjoy a variety of activities which help them to learn about a wide range of world festivals and this, combined with a good range of resources, help children to understand the world they live in and develop a sense of respect for others. Children behave well, learning to treat each other with kindness and responding well to requests and instructions from the childminder.

Older children who attend after school benefit from a relaxed environment which helps them to unwind. They are able to contribute to the planning by suggesting activities they would like to do and as a result enjoy time with the childminder.

Children play safely in a well organised home where active steps are taken to prevent accidents. Children gain a good understanding of how to stay safe during outings. For example, the childminder encourages the older children to teach the younger ones about road safety and how to cross roads safely under the close supervision of the childminder.

The welfare requirements of the Early Years Foundation Stage (EYFS) are met appropriately but currently children do not practise fire drills which could compromise their safety. The childminder maintains very good hygiene standards throughout the day and has records to support this good practice. Children have regular opportunities to develop their physical skills, including regular visits to parks. They enjoy nutritious meals and snacks that take into account their religious, cultural or medical requirements.

## 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?	2

### 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?	2
How well are children helped to be healthy?	2
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: 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 the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Register.

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.

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