

## Inspection report for early years provision

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<b>Unique reference number</b>	202245
<b>Inspection date</b>	22/01/2009
<b>Inspector</b>	Sandra Daniels
<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 1996. She is registered to provide care for a maximum of six children under eight years and is currently minding six children under eight years, five of whom are in the early years age group. There are also two children over eight years attending during out of school hours. The childminder lives with her husband and adult daughter in Billericay. The whole of the premises is used for childminding, with the exception of the ground floor dining room and study and the three upstairs family bedrooms. There is a fully enclosed garden available for outside play. Access to the premises is via a small step into the hallway. The childminder is a member of the National Childminding Association (NCMA). She is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

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

Children are confident and develop a high self-esteem as the childminder recognises their uniqueness and skilfully meets their individual needs. Children of all ages are fully involved in all aspects of this setting where the childminder knows each child very well and follows their interests to plan interesting and stimulating activities and experiences. The childminder is highly motivated and enthusiastic about her work. She attends many training courses and workshops to ensure that she remains up to date with current trends and requirements. New ideas and information gained from training are used to improve and extend the service provided which, in turn, further supports children's learning and care.

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

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

- develop the systems in place for observational assessments and planning by linking in with the early learning goals identified in the EYFS (Early Years Foundation Stage) and develop systems for clearly identifying the progress children are making
- develop the self-evaluation process to support continuous learning.

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

The childminder has made a good attempt to complete a self-evaluation form which identifies her strengths and also some areas for development. However, this is not yet sufficiently developed to clearly identify specific targets for improvement. She plans to continue using this document to monitor the improvements to her service and will include more examples of what she does rather than list descriptions. Parents and children will also contribute towards future self-evaluations. Parents are introduced to the provision through the childminder's detailed portfolio of information; this ensures they are fully aware of the service

she offers. It includes a range of well written policies and procedures which parents sign to acknowledge they have read. The childminder has worked very hard to establish and build highly effective relationships with all parents and carers. Verbal feedback is given on a daily basis and a daily diary is also completed for parents' attention.

The childminder pays high regard to safety issues and, consequently, children play in a very safe environment both inside and outside. Thorough risk assessments identify any potential hazards and immediate action is taken should a hazard arise. Children are kept safe as plug sockets are all covered and safety gates ensure that younger children cannot use the stairs without supervision. Children learn to play safely and use tools carefully. For example, to increase children's awareness of keeping themselves safe, they have created a 'safety table' with items such as a toy kettle, toaster and iron. Children discuss the dangers of these items with the childminder and know that they are sometimes very hot. The childminder clearly understands her role and responsibility in safeguarding children from possible abuse and neglect. She is familiar with the procedure to follow if concerned about a child and has all the necessary information available. Her comprehensive policy on safeguarding is shared with parents at the stage of registration.

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

Children's learning and development are promoted effectively. They benefit particularly from the childminder's knowledgeable and sensitive support. For example, she competently plans and provides a broad range of activities to suit both the youngest children in her care and children in the older age group who attend during out of school hours. Toddlers and younger children use their imagination as they dress up and pretend to look after their babies. Older children enjoy games, such as snakes and ladders and also like to read and play with the younger ones, who eagerly await their arrival home from school. All children are afforded autonomy in their selection of activities and play, supporting them to become independent learners and creative thinkers. Children benefit from an enormously extensive selection of resources which provide opportunities for them to cover all areas of learning. These resources include a good range of positive images of people from different backgrounds that encourage the children to develop an accepting attitude to all.

The children are clearly very comfortable in this setting and become motivated to learn as the childminder's exuberance spills over. Quieter children are encouraged, and more dominant children are not allowed to take over from the others. They are keen to communicate and learn skills that will help them in their future development. For example, a young child receives lots of praise for identifying that there is a small, medium and large pair of dressing up shoes, demonstrating an increasing understanding of size and comparisons. The childminder makes observations of children at play and during routine times and uses these to monitor their progress and achievements. Next steps in children's learning are identified and used to plan for the future. However, assessments and planning are not yet linked effectively with the early learning goals and there is no clear picture of children's progress in relation to their starting points.

Children's health is promoted well. They are learning basic hand washing routines and are able to understand that they 'have to get rid of the germs'. Written parental consent is obtained for the childminder to seek medical advice or treatment in the case of an emergency and information is gathered at the start of each placement about any health requirements. Whilst some children bring their own meals and snacks, the childminder provides a varied and nutritionally balanced diet, including lots of fresh fruits and vegetables. Children discover they like blueberries and red peppers, which are new tastes for them. Children have ample time to exercise and reap the benefits of outdoor play. The garden is very well resourced and children also visit parks and local places of interest with the childminder. They behave very well in response to the childminder's calm and consistent approach and children of all ages play very well together.

## 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?	1
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?	1

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.