

## Inspection report for early years provision

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<b>Unique reference number</b>	EY379847
<b>Inspection date</b>	10/03/2009
<b>Inspector</b>	Suzanne Joyce Stedman
<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 three children aged ten, 13 and 17 in Westcliff on Sea, Essex. The childminder's house is accessed via a step to the front door. The whole house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered by Ofsted on the Early Years Register to care for a maximum of six children at any one time and is currently caring for six children all part-time, this number includes children over the age of eight. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a rabbit, a cat and a hamster. The childminder supports children with learning difficulties and/or disabilities. She is a member of the National Childminding Association.

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

Overall the quality of the provision is good. The childminder provides interesting experiences for children in the Early Years Foundation Stage (EYFS). She creates a safe and welcoming environment to ensure all children are included and enjoy their time in the setting. The professional approach, which the childminder presents contributes successfully to the development of good relationships between herself and parents. The welfare of the children is considerably enhanced. She has devised questionnaires which were completed by the parents and are all very positive. The childminder has completed a comprehensive self-evaluation of her service, which was available on the internet. She has completed first aid training, introduction to childminding practice and food hygiene. She is continuing training and is on the waiting list for Safeguarding this all contributes to positive outcomes for children.

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

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

- develop resources to include examples of similarities and differences.

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

The childminder has developed a good range of documents and practices to ensure continuous improvement and takes action to address any issues. Her professionalism has led to her providing a stimulating and welcoming environment for the children, with good care, education and support. Photographs of the children at various venues give children a sense of belonging. The arrangement of the equipment ensures children can freely access resources, which leads to using their own initiative to instigate play. The childminder has identified additional resources required to show children examples of similarities and differences regarding disabilities. Inclusion and integration of all children is enhanced, as sleep

patterns are followed. Copies of the policies and procedures are presented to parents and complaints information is available.

Children are safeguarded in this setting because the childminder has a good understanding of child protection procedures and signs and symptoms of abuse. She ensures children are supervised and kept safe at all times. 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.

Parents are encouraged to share what they know about their child and are well informed about their progress at the childminder's through regular conversation. Partnerships with parents are effectively promoted and the childminder is aware to liaise with external agencies or services to ensure children get the support they need if necessary. Risk assessments are very thorough and children's welfare is promoted well.

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

The childminder supports learning well, enhancing children's ability skilfully. The resources provided are rich in variety. There is planned, purposeful play and exploration on site and on outings to local parks, with a balance of adult-led and child-led activities which are beneficial to the children. Information from observations and assessments is used to ensure that children achieve tasks. The children receive an enjoyable experience across the areas of learning. Photographs and observation sheets show a variety of play is enjoyed by the children. Next steps are recorded on a well considered observation sheet to help plan for the children's next steps.

Children develop a positive self-awareness. They are aware of how to behave and are eager to learn in stimulating surroundings. The childminder asks open ended questions and children learn to communicate effectively. They enjoy playing with the playdough making different shapes. Children are supported to develop numeracy awareness and use flash cards for counting. Celebrations and festivals are planned into the adult-led activities to enhance children's awareness of the wider world. Children are encouraged to be active and healthy, developing competent skills of control and manipulation.

Children's good health and well-being is well promoted. The childminder teaches children to behave in ways that are safe for themselves and others. The childminder ensures the menus contain healthy choices of homecooked food. Children enjoy their learning, making progress towards the early learning goals. They make friends and respect each other, taking into account their needs and backgrounds. The childminder is aware to ensure children make progress in communicating.

## 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
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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**

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.