

## Inspection report for early years provision

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<b>Unique reference number</b>	EY221315
<b>Inspection date</b>	13/07/2009
<b>Inspector</b>	Vivienne Rose
<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 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 has been registered since 2002. The childminder lives with her husband and three children aged five, 11 and 15 years. They live in a house in Woodford, Essex. The whole of the ground floor is used for childminding which includes a large playroom, dining room and downstairs toilet facilities. There is a fully enclosed garden available for outdoor play.

The childminder is registered to provide care for a maximum for five children at any-one time and is currently caring for three children under-five years. She also offers care for children aged over-five years to eight years. This provision is registered by Ofsted on the compulsory part of the Childcare Register. The childminder collects children from the local schools and attends several toddler groups on a regular basis. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory. Children are cared for, and play in a warm welcoming environment where most aspects of their care and development are well promoted. Inclusive practice is supported by the childminder's understanding of the children's backgrounds and she celebrates and values their cultural heritage and language skills. The capacity for the childminder to provide continuous improvement is satisfactory and she is positive about implementing improvement for example, to extend her resources and to take part in further training to develop her knowledge. Parents are provided with policies and procedures about the provision itself. They provide the childminder with starting points for children and have ongoing involvement in their child's learning and development.

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

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

- continue to develop plans to ensure that activities and experiences help children to make progress towards the early learning goals in all areas of learning
- ensure that all incidents that occur to children outside of the childminders home are recorded effectively
- adopt a rigorous approach to risk assessment to ensure that the outdoor play equipment is safe and that children are supervised appropriately whilst playing in the outdoor area
- ensure that water is easily accessible and available to children at all times

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

The childminder offers a homely caring environment for children where they feel secure and supported. Children have a good relationship with the childminder who knows them well.

The childminder is committed to further training and has attended various courses since her last inspection including training for the Early Years Foundation Stage (EYFS) to develop her knowledge and understanding and to support the quality of the care she provides. The systems for self-evaluation are fully in place and are generally effective in identifying areas for improvement.

The systems for safeguarding children are generally effective. The childminder has a good awareness of child protection issues and who to contact if she has concerns about a child in her care.

There are satisfactory risk assessments in place for indoors and outdoors and outings. However, although the childminder is aware of safety hazards, these are not always addressed quickly to ensure the welfare of the children with regard to apparatus used in the garden. In addition, when children are playing in the garden they are sometimes left unsupervised for short periods. This impacts on their well-being.

The childminder has most of the required documentation maintained to help ensure the safe and efficient care of the children. Records are up-to-date and contain all the information the childminder needs in order to meet the individual needs of the children. This includes children's dietary and medical needs. Accidents are recorded effectively and the childminder holds a current first aid certificate to ensure the well-being of the children. However, the childminder does not always record incidents which occur outside of the home to fully safeguard children. Children's safety is generally well-supported and the premises are secure and well-equipped. Further, children are reminded to sit safely on chairs and to be careful in the garden when on the swing and climbing frame.

Partnership with parents and carers is good. Information about the children's care and needs is exchanged when the child first attends on their 'All about me records' which gives starting points for their learning. The childminder shares children's records with parents on a regular basis and they are provided with good quality information and are well-informed about the children's learning and development. Some links have been developed with providers of other settings that children attend which promotes continuity of care for children.

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

The childminder supports children's learning and development well. This is because she has a generally good understanding of the learning and development requirements. Children enjoy generally purposeful play throughout the day, with adult led activities such as story time. Children enjoy practical activities such as, helping to clear away the toys. They develop independence when they take

themselves to the toilet, wash their hands and put on their own shoes or uniform for nursery. Close relationships with the childminder helps children develop their confidence and self-esteem.

Areas such as Problem Solving Reasoning and Numeracy, Communication Language and Literacy, Personal, Social and Emotional development and Physical Development are well-promoted. For example, children enjoy counting the fruit at snack time, and plenty of stories, singing rhymes and songs and playing with puzzles support their language and shape and space awareness. Children enjoy practicing their writing skills with crayons and pencils and learning the sounds of the letters of their names. They take part in regular walks to school and go to the park. Planned activities such as looking at dinosaurs and simple cooking activities help to develop their knowledge of the world around them. The childminder provides opportunities for the children to celebrate festivals and cultural events which help children to find out their own family traditions and those of others.

Observations of children are linked to areas of learning and demonstrate the level of children's achievements and progress, and next steps are devised. The childminder collects children's work and takes photos of their developing skills which are placed in their individual folders. Planning covers most areas of learning successfully. The childminder plans her daily activities and routines and there are written plans for daily activities. However, at present planning systems do not always fully link with all the six areas of the (EYFS). Parents are able to make contributions to children's learning and the childminder uses this information effectively to plan activities to support children's skills and interests.

Children's health is well-promoted and good use is made of the garden to allow children to play and learn to develop their skills and confidence. There are good hygiene procedures in place which ensure the premises are clean, and nappy changing procedures are suitable. Children wash their hands independently; they use soap and know why 'because it washes the germs off'. Children enjoy a range of healthy home cooked meals and snacks and they sit together when they eat to provide them with a supportive and enjoyable social experience. Children are offered regular drinks at snack time and lunch time. However, while bottled water is available for the children they are not always able to easily access this for themselves throughout the day. The childminder provides a wide variety of home cooked meals which are nutritious and reflect different cultural tastes. However, the childminder does not always consider the needs of younger children when providing food which contains bones.

Children are learning good codes of behaviour when they are gently reminded to say 'please' and 'thank you'. Incidents of challenging behaviour are managed positively by the childminder who helps children to share and take turns.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
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>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	3
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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