

## Inspection report for early years provision

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<b>Unique reference number</b>	204193
<b>Inspection date</b>	07/12/2009
<b>Inspector</b>	Lynn Amelia Hartigan
<b>Type of setting</b>	Childminder

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 2000. She lives in Chafford Hundred, Essex with her three children, aged 17, 15 and 11 years. The whole of the childminder's home is used for childminding and there is a fully enclosed garden for outside play. Access to the childminder's home is via a low step.

The childminder is registered to care for six children at any one time. There are currently three children attending who are within the Early Years Foundation Stage (EYFS). The childminder also offers care to children aged over five years. This provision is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The childminder has a hamster as a pet.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's individual welfare needs are promoted to a good standard as the childminder has well-written policies and procedures that underpin her practice and enable her to care for children in a welcoming and inclusive setting. The childminder is able to demonstrate that information regarding the children's individual routines and development is available, and good observations of the children enables the childminder to effectively plan for the children's next steps in learning. Children gain independence and confidence as they are able to initiate their own play and self-select resources. The childminder continues to develop systems which enable her to identify areas for improvement and to raise standards. The childminder's commitment toward training and self-evaluation demonstrates a commitment to maintain continuous improvement.

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

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

- develop opportunities for babies and younger children to explore and experiment with natural materials.

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

The childminder effectively promotes the children's learning and welfare, as some good opportunities for learning and fun activities are provided. The childminder is now very familiar with and aware of the requirements of the Early Years Foundation Stage (EYFS) and is enthusiastic to complete training whenever possible to support her understanding and knowledge. The childminder is confident and fully understands her responsibilities with regard to safeguarding children. Appropriate guidance and up-to-date legislation is at hand should there be any concerns regarding any child's well-being. The childminder is vigilant within the

home to ensure the children's safety at all times and thorough risk assessments are in place. Visitors are introduced to the children to ensure they are familiar and comfortable in their company. Good procedures are in place with regard to the children's safety on outings. The childminder ensures that members of the household who require suitable checks have completed these, ensuring the children's safety is never compromised.

Young babies who are learning to crawl are encouraged and assisted by the childminder to ensure their safety at all times. Children appear happy, secure and contented within the home. Young children and babies confidently leave their parents to play and investigate alone and happily approach the childminder for cuddles and reassurance. Babies sleep contentedly in the childminder's arms and are happy to see her when they wake.

The childminder is developing a system to regularly evaluate her practices and values parents' contributions to assist her in the self-evaluation process. Good relationships with the parents ensure they are fully informed about every aspect of care offered to their children. The childminder is able to confidently discuss her process for self-evaluation, having recently attended a workshop to support her through the inspection process. The childminder is reflective in her work, identifying her strengths and areas to develop further. The childminder is aware of the positive impact that training will have on the outcomes for children and endeavours to attend training whenever possible.

The childminder utilises the space within her home both indoors and outdoors effectively creating a welcoming and child-friendly environment. The childminder manages her time effectively and provides children with individual care and attention. Toys, equipment and resources are easily accessible within the playroom, lounge and quiet room where children play. Children are treated with equal concern within the childminder's home and their care is considered, for example, babies individual routines are discussed with the parents and their needs maintained.

The childminder demonstrates a commitment to caring for children in an inclusive provision whereby every child is unique and speaks intuitively of the children in her care, most of whom have been cared for since they were babies. Some good toys, books and resources are available that reflect diversity.

The childminder is able to demonstrate how she encourages parents to share information about their child's developmental stages initially and the childminder is now beginning to use this information to support her planning. The childminder has developed a good system of documenting the children's initial assessment with the parents, and their continuous development. Partnerships with other professionals are beginning to be developed as the childminder is an established childcare practitioner.

## **The quality and standards of the early years provision and outcomes for children**

Children appear comfortable and happy in the company of the childminder. Their welfare, learning and developmental needs are met to a good standard. Children are supported to enable them to develop and make progress in their individual development. Young babies initiate their own play, selecting toys from a wide variety available to them. They have opportunities to progress at their own pace in a safe and secure environment. They babble with delight when exploring in the toy box and look at the baby books. Some very good age-appropriate toys are available. However, there are limited opportunities for children to develop curiosity as treasure baskets and natural materials are not readily available. Older children have great fun playing outdoors, in particular climbing trees, mud sliding and building bridges across small streams. Fantastic opportunities are available enabling children to explore the natural environment.

The childminder has developed a good system to record the children's development using observations and photographs. Children's progress and achievements are documented within their own file. A selection of their art work is also kept and displayed within the playrooms, along with a board of photographs of them enjoying various outings, such as a day at the seaside.

It is evident that children feel and are safe within the childminder's care. They are reminded and are beginning to understand about keeping themselves safe. The childminder emphasises the importance of this when out walking, discussing road safety. A well-documented fire evacuation plan is displayed for the children and is available to the parents.

Babies happily sit on the childminder's lap when having a drink of water and are encouraged to be independent, holding the bottle for themselves. A good nappy changing procedure is in place and young children are familiar with the routine. A white board within the kitchen lists the day's menu, so parents are able to see what their children have been offered. Home cooked nutritious meals such as spaghetti bolognese and stewed pears are offered. Children are able to request meals and contribute to the weekly menu.

Effective use of praise and encouragement enables children's self-esteem to develop and children appear confident and secure in their environment. Children are able to develop skills for the future as they have access to technology, such as programmable toys and a computer. They look at books which portray the wider world and develop social skills when they attend toddler groups and meet with other children. Opportunities to learn about other people's cultures and differing needs are promoted well and some good positive images and resources depicting differences are available to the children within the playroom. The childminder is able to successfully support children who are learning English as a second language.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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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