

## Inspection report for early years provision

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<b>Unique reference number</b>	EY396999
<b>Inspection date</b>	19/04/2010
<b>Inspector</b>	Suzanne Joyce Stedman
<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 2009. She lives with her husband and two children, aged 10 and seven years, in Westcliff-on-Sea, Essex. The whole of the premises, accessed via a small step, is registered for childminding and there is a fully enclosed garden available of outside play. The family has a cat.

The childminder is registered to care for five children at any one time, offering places on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. She is currently minding five children in total ranging in age from three to seven years. She walks to the local school and pre-school to take and collect children. She can support children with special educational needs and/or disabilities and also children who speak English as an additional language.

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

Overall the quality of the provision is good.

The childminder has developed a very good understanding of the individual needs of the children in her care this enables her to support their learning and development extremely well. Children's safety and security is given a high priority inside and outside the premises, ensuring that learning opportunities take place in safe well risk assessed environments. Very effective partnerships with parents and carers ensure that the needs of all children are well met. This supports children to make progress within the Early Years Foundation Stage. Systems for self-evaluation fully ensure that priorities for development are identified.

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

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

- ensure next steps are identified on children's records
- develop partnerships with other providers delivering the Early Years Foundation Stage to minded children.

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

A secure awareness of safeguarding issues ensures that children are protected and there are good procedures in place to ensure children's safety within the childminder's home and on outings. For example, children have reflective tabards when outside the premises with the childminder's contact details printed on them. Rigorous risk assessments are in place to minimise hazards to minded children. This supports their safety and well-being. In addition, the childminder has obtained written parental consent for outings and also to seek emergency medical advice or treatment.

Good monitoring systems enable improvements to be made which has an impact on the overall quality of the provision, for example, reviewing risk assessments, policies and procedures. The childminder is realistic in her approach and adequately describes her strengths and weaknesses which reflect all areas for development.

Strong links with parents means that the childminder speaks to parents about their child's progress and works in partnership with them for the well-being of their child, however further partnerships with other providers delivering the Early Years Foundation Stage to minded children need to be developed. Relevant information is obtained from parents assisting the childminder in acknowledging the uniqueness of individual children.

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

The childminder demonstrates a good understanding of the Early Years Foundation Stage and plans an appropriate range of activities which covers the six areas of learning. Children benefit from a very flexible routine which focuses mainly on child-centred activities. Children can safely access toys and equipment for themselves. This supports them in developing independence and self-confidence. Appropriate use is made of the space and the children move around independently and with increasing confidence. The childminder is able to describe children's interests and how she will develop these, however the next steps in development need to be included in the children assessment records. The childminder is able to give examples of how she encourages children to develop a good knowledge of what is right and wrong and there is lots praise for positive behaviour.

The childminder is supporting children's love of cooking as they make cakes for Christmas and Easter celebrations. They all participate in the selection of seeds, to plant nurture, harvest and eat, starting in the garden and transferring the vegetable plants to the allotment. Children benefit from a good range of activities to help promote their creative development. For example, they made elephants and decorated them to celebrate Diwali and put together spring flowers for Mother's Day placing the large flowers in the centre and smaller ones around the outside identifying sizes. There is a good range of play materials of which children are able self-select. There is also free flow to the outside play area. In the school holidays the children have special treats such as outings to the sealife centre and 'tropical wings'. The younger children also attend 'Bumblebees' group to enable them to enjoy the company of other children in the same age group.

The childminder is aware of the importance of exercise and fresh air for good health and raises children's awareness of a healthy lifestyle. For example, they visit the beach to collect shells and participate in crabbing and the woods to feed the squirrels and watch the horses, cats and geese. The childminder is able to demonstrate how children are encouraged to develop independence skills in their own self-care. She helps them to learn to wash their hands before their snack, take off their own coats and put on their shoes. The childminder provides a healthy balanced diet and children like to help prepare meals such as meatballs.

## 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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