

## Inspection report for early years provision

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<b>Unique reference number</b>	EY394974
<b>Inspection date</b>	11/01/2010
<b>Inspector</b>	Greg Wolff
<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 three children aged ten, nine and six in Rayleigh, Essex. The whole of the childminder's home, excluding the dining room, utility room and master bedroom, is used for childminding. It is accessed via a small step to the front door. There is a fully enclosed garden for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years, three of whom may be in the early years age range. The childminder is currently caring for two children in the early years age range who attend on a part-time basis. She also offers care to children aged five to 11 years.

The childminder is a member of the National Childminding Association (NCMA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because the childminder is committed to providing a welcoming and inclusive environment where all children are valued and respected and where their individual needs are met. She has a good knowledge of the Early Years Foundation Stage (EYFS) which enables her to provide children with appropriate levels of support. High quality relationships have been developed with parents, and positive procedures are in place regarding links with other providers. The childminder is enthusiastic and demonstrates a developing commitment to continuous improvement and self-evaluation.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 01/02/2010

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

- develop the use of self-evaluation to reflect on practice in order to identify targets for further improvement.

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

Children's welfare is safeguarded because the childminder has good knowledge of how to recognise, record and report any concerns. She has clear policies and procedures relating to safeguarding, and she ensures that parents have a copy of this information as well as discussing it at the onset of a placement. Whilst there are comprehensive risk assessments, covering routine outings, the home and the garden, some specific outings, for example to the zoo, have not yet been formalised. In case of emergency, children are familiar with the evacuation procedure as this is practised with them. As a consequence, children are learning about how to keep themselves safe.

Children have plenty of space to play, eat and rest because the childminder has organised her home and resources well to maximise children's learning potential. There is an extensive range of toys and other resources which cover all areas of learning. The large playroom is well organised and the low level storage that is used promotes independence and enables children to make their own choices. Children are valued and their differing backgrounds and abilities are respected. Through the use of a wide range of resources, activities and discussion, children are encouraged to learn about the wider world and to embrace and respect difference.

Children gain significantly from the strong partnerships that exist between the childminder and their parents. They are provided with clear information about their children's progress towards the early learning goals and are actively involved in their children's learning journey. The childminder works effectively with other practitioners and shares information with them successfully to ensure a consistent approach towards learning is maintained.

The childminder has started to look at the quality of her provision and is committed to making improvements. However, her self-evaluation currently lacks direction as it concentrates on what is done at present and does not identify what weaknesses can be addressed in order to further promote positive outcomes for children.

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

The childminder demonstrates her knowledge and understanding of the learning and development requirements of the EYFS through curriculum planning, observations, assessments and interactions with the children. Plans include a balance of adult and child-led activities. Assessments are of good quality and they clearly demonstrate the progress that children are making towards the early learning goals. Children are happy and confident in the childminder's home. She knows them well and has a good understanding of their abilities, likes and interests.

Children's language and communication are skilfully developed as the childminder asks open-ended questions which encourage them to become independent thinkers. They share books and talk about things which have happened as they play together. She encourages them to use more complex vocabulary through the activities which they take part in so that they make progress whilst having fun. The childminder uses monthly themes to plan exciting appropriate activities and the children create exciting winter pictures with glitter and paint and glue to their obvious delight. The childminder is skilled at knowing when to support and when to observe and this heightens children's sense of achievement in the activities in which they take part. For example, she lets a child complete a large floor jigsaw with minimal help which the child is obviously very pleased and proud to have completed. In this way, children's learning is better supported as they learn to solve puzzles and problems for themselves. Children have opportunities to celebrate a wide variety of cultural and religious festivals and events, taking part in a range of activities which help them to learn about the diverse world in which they live.

Children make good progress in their social skills and in building their confidence as the childminder provides regular opportunities for them to attend local toddler groups where they can interact with their peers, sing songs and learn rhymes. They participate in outdoor activities often, utilising the large well-resources garden and walking with the childminder. She encourages children of all ages to use information and communication technology which is age appropriate.

Children are well-behaved and respectful, following the good example set by the childminder. They benefit from being cared for in a warm, clean well-maintained environment where their individual routines are recognised and respected and where information is shared with parents to enable a good continuity of care. Detailed and comprehensive policies and procedures are used effectively including those regarding accidents, medication and the care of a sick child. Hygiene procedures are promoted as the childminder talks to children about the reasons for washing hands at appropriate times. They enjoy healthy nutritious food and their likes, dislikes and dietary needs are taken into account. Drinking water is freely available throughout their time with the childminder. The childminder teaches children about personal safety and they are learning to take responsibility for their own actions. They practice emergency evacuation procedures on a regular basis and they learn about the potential dangers of the road.

## 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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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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