

## Inspection report for early years provision

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<b>Unique reference number</b>	EY330115
<b>Inspection date</b>	02/03/2010
<b>Inspector</b>	Marilyn Peacock
<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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## **Description of the childminding**

The childminder registered in 2006. She lives with her three children aged eight, 10 and 12 years in a house in a residential area of Hornchurch, Essex. Their home is within walking distance of local schools, shops, parks and a mainline train station. All areas of the property will be used for childminding and there is sufficient space to allow minded children to play and rest. A fully enclosed garden is available for outside play. The family has a number of goldfish, a guinea pig and rabbit as family pets.

The childminder is registered to care for no more than six children under eight years; of these no more than three may be in the early years age group, one of which may be under one year. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder currently has one child in the early years age group on roll and three children in the older age group. She minds term time only.

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

Overall the quality of the provision is good.

The childminder is warm and caring, providing children with positive care in a child centred and homely playroom. She ensures their individual care needs are met. Children's learning and development is well supported and they are making good progress. She liaises with parents and other settings to ensure consistency of care and so that children achieve their full potential. Through the use of self-evaluation she is beginning to reflect on her practice and demonstrates a good capacity for improving what is offered to the children.

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

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

- continue to develop assessment systems and ensure that observations of children's learning are used to identify each child's next steps and plan learning experiences that will enable children to make suitable progress
- develop an ongoing self-evaluation system to ensure continuous development.

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

The premises are safe and suitable for young children to play safely while encouraging their independence and natural curiosity. The childminder has carried out a full risk assessment of the home and garden and has assessed all outings and regular trips to minimise risks to children. Children are protected from harm or neglect as the childminder has a good understanding of her role in safeguarding

children and has attended appropriate child protection training. Children are supervised well, the recent addition of a play room and downstairs toilet means that children can take responsibility for their own hygiene and have easy access to toys and equipment under the watchful eye of the childminder.

All the required documentation, policies and procedures for the smooth running of the provision are in place and all adults appropriately checked to ensure their suitability. The childminder works with parents to ensure children's changing needs are met. Her good understanding of children's individual needs means she is able to promote their uniqueness. Daily journals and informal chats ensure continuity of care. The written information in the journals contains details of children's play and achievements, allowing parents to become involved in their child's learning. The childminder has begun to make some useful observations of children at play and identifies their learning so far. She relies on her knowledge of the children to progress their learning and development as robust processes for identifying children's next steps in relation to the early learning goals or to plan for the next stage in their development have not been fully implemented. The childminder has developed a good relationship with the local primary school and regularly shares information on the youngest child's development with the pre-school they attend. The childminder has started the self-evaluation process and states she finds it useful but recognises she has to develop this further to ensure continuous improvement.

The childminder gathers information about children's dietary needs and encourages parents to provide healthy lunchboxes for their children. Fresh drinking water is readily available and children know they can choose fruit from the fruit bowl whenever they are hungry. The childminder holds a current first aid certificate which includes a paediatric element, therefore, she is able to respond appropriately in an emergency. Children's medical needs are known and the childminder works with parents to ensure that they are suitably met.

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

Children are confident and relaxed in the childminder's home. They enjoy their time with the childminder, they have plenty of free choice and are developing new skills as they play. They learn acceptable behaviours because the childminder sets clear boundaries which are applied consistently. Children enjoy role play acting out familiar scenarios with small world characters in the doll's house. They enjoy dressing up as people who help us. They work cooperatively when making a large welcome poster for the wall of the play room negotiating their different roles and responsibilities to ensure the completion of the task. The childminder recognises when to stand back and watch as children learn through their first hand experiences, she knows when to step in and help with a question or to add resources to help children's learning progress.

Children have daily opportunities to enjoy fresh air and take exercise. They use the garden most days, weather permitting, feeding the birds and watching the squirrels on the back fence. If not using the garden they enjoy trips to the local

forest for a picnic or to feed the reindeer, making sure they wear their Wellington boots and wrapping up warmly. They learn about the wider world using good quality books and resources. An interactive globe helps children find places they have visited and their families' origins and backgrounds.

Children learn about healthy eating when preparing a fresh fruit salad for their tea. They discuss the texture of the fruit as they cut it into smaller pieces. They name the fruits and identify where they are grown. They count within every day routines, counting the number of red doors on the way to the school. They enjoy pointing out the planes in the clear sky and excitedly point to the shadows of the aerials on the ground. Children learn to stay safe as they receive consistent messages on safety, they talk about stranger danger and understand the rules of the road. They practise emergency evacuation regularly and know exactly where to go if there is an emergency in the home or garden.

## 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	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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