

## Inspection report for early years provision

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<b>Unique reference number</b>	EY302690
<b>Inspection date</b>	04/03/2010
<b>Inspector</b>	Lynn Palumbo
<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 registered in 2005. She lives with her husband and two children in a ground floor maisonette in Loughton, Essex, within easy walking distance of shops, parks, nurseries and schools. The whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight at any one time. There are currently four children on roll, two of whom are in the early years age group. Children attend at different times of the week. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She walks to local nurseries and schools to take and collect children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and nurtured by the childminder who has a excellent knowledge of their individual needs and requirements. Children's needs are met because they are offered appropriate age and stage resources and activities suitable to their individual stages of development. She has established excellent relationships with parents to ensure a collaborative approach for children's individual well-being and learning. The childminder has introduced systems to enable her to reflect upon her practice and identify future areas of development.

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

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

- ensure prior written permission is obtained from parents for the administration of each and every medicine (Safeguarding and promoting children's welfare) 19/03/2010

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

- update the record of risk assessment to include any assessments of risks for outings and trips

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

The childminder has a good knowledge about child protection procedures and knows where to make referrals. She has an up-to-date first aid certificate. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed. The childminder has good records of risk assessments in place for her home and garden. However, the record of risk assessment does not include all identified risks for all outings. This does not ensure all hazards are identified and minimised promptly. The childminder has accident and medication records in place and records accurate information within the accident record. However, although the childminder records medication she administers to the children and obtains parent's signatures at the end of the day, she does not obtain prior written consent for each and every medicine. This is a breach of regulation. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has a good range of toys and resources for the different ages and stages of children she minds. She uses the living area and effectively rotates the resources to enable children different and exciting activities to explore and play with. The childminder's garden is designed child friendly with a large climbing frame and play house.

The childminder demonstrated that she has valuable knowledge and information about the children's backgrounds, health needs and languages. Children foster an awareness of diversity in society through books available to them in the environment. They have opportunities to learn about different languages and cultures.

The childminder has completed a system of self-evaluation and uses this as a tool to identify future areas for improvement. For example, she plans to distribute a parental questionnaire to encourage them to feedback their views about the provision. The childminder has successfully addressed her past recommendation from her previous inspection which feeds into the continuous improvement of her provision and practice.

Partnerships with parents are exemplary. The childminder communicates very effectively with parents on a daily basis and provides them with additional written feedback within diary books. In addition, she holds parent meetings to discuss their children's learning and development and plan future targets. The childminder has established extremely good communications with other early years providers. She is currently caring for children who attend other early years setting and is working very effectively to fully establish a two-way flow of information about the children's individual well-being, learning and development.

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

The childminder demonstrates a good knowledge of children's interests and provides resources and activities to extend these interests. For instance, she provides children with a good range of musical instruments because they have been singing nursery rhymes, and children show an interest in playing the xylophone and harmonica.

The childminder has developed good assessment systems to ensure she knows each child's individual development across the areas of learning. She uses the observations she conducts to identify children's next steps in learning. The childminder involves the parents very effectively as she shares the assessment records regularly with them. Parents also provide the childminder with observations of the things their children have been achieving at home. This ensures a consistent approach is achieved with children's welfare, learning and development.

Children develop their problem solving skills well. They build a variety of train tracks and wooden structures and enjoy knocking them over. In addition, they complete a range of puzzles, for example, a teddy bear puzzles, placing the relevant body pieces correctly within the frame. The childminder extends and reinforces this concept by teaching the children their body features and they identify their legs, arms and head through a game. Children have good opportunities to develop physically. In the childminder's garden, they ride vehicles, climb on a frame and play basketball. In addition, they play football and play on the recreational equipment at the local park. Children have a good range of experiences to develop creatively. They create paintings, stick a range of materials. Children sing and interact to actions songs. In addition, they develop their imagination by caring for dollies and role-play in dressing up costumes. Children develop an understanding of a diverse society as they learn Spanish and African words. They also attend international tasting days at the local playgroup. All children are encouraged to access all toys and resources regardless of their gender. Older children are supported with their homework and they regularly read their school books.

Children have opportunities to visit many places of interest with the childminder such as the local nature reserve, visits to the local shops, playgroups and karate. This enables children to learn about their local community. Children are learning about keeping safe, as they talk about road safety and practise fire evacuations. This equips children with good understanding of how to manage their own safety. Children are learning to be healthy. They learn about healthy foods, for example, they enjoy nutritious and well-balanced meals and snacks. They receive water throughout the day. Children enjoy washing their hands and a clear explanation as to why it is important to wash their hands is discussed. Children's behaviour is very good. They learn from the childminder who is an excellent role model, about being respectful and polite. Children are active and inquisitive to explore the resources and they receive efficient support in their play and learning from the childminder.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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	1
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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure copies of written statements of safeguarding, including allegations towards the childminder are in place and shared with parents (Arrangements for safeguarding children) 19/03/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare register section of the report (Arrangements for safeguarding children) 19/03/2010