

## Inspection report for early years provision

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<b>Unique reference number</b>	EY401000
<b>Inspection date</b>	05/07/2010
<b>Inspector</b>	Lisa Paisley
<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 partner and one child aged 18 months in a house in, Langdon Hills, Essex. All areas of the childminder's house are used for childminding and there is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children in the early years age group. The childminder also offers care to children aged over five years to 11 years. The childminder takes children on regular outings to the local parks, toddler groups and library. The family has no pets.

This provision is registered by Ofsted 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 (NCMA).

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

Overall the quality of the provision is good.

Children in the early years age range are making good progress as the childminder has a good understanding of child development and how children play and learn; combined with her knowledge of the Early Years Foundation Stage requirements. There are outstanding aspects to the provision, these being the deployment of resources and partnership work with parents. Children's individual needs are met to a good standard as the childminder takes time to get to know the children and ensures routines and play and learning experiences support and challenge children. Self-evaluation systems are beginning to be developed, although they are not yet fully embedded within the childminder's practice.

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

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

- review and revise self-evaluation systems to ensure reflective and continuous progression.

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

Documentation including policies and procedures is good, all records are clearly formatted and are effectively organised to support the efficient and safe management of the provision. Policies and procedures are comprehensive; reflective of the practice, they are reviewed regularly and confidentiality is maintained at all times. Children are fully safeguarded as the childminder has a

good understanding of her role in protecting children from harm or abuse and she knows what to do in the event of a concern. Parents are fully informed of the childminder's role in safeguarding children, through verbal discussions and viewing relevant policies. Risk assessments for both indoors and for trips out are comprehensive and are implemented on a daily basis to further promote children's safety and welfare. The childminder carries out regular visual checks within the provision and she is always vigilant in supervising younger children. Good standards of cleanliness and effective safety measures are maintained throughout the environment, this includes a regular cleaning rota and nappy changing procedures.

Children are cared for in a child-friendly environment where children feel safe and valued, as positive warm and affectionate relationships are made with both the childminder and other family members. The deployment of resources including daily routines is very good, as the childminder skilfully organises routines to consistently meet children's individual needs. Resources and play equipment are of a good quality and are organised to enable children to access independently, fostering choice. The home is inclusive to all children and families, as she will make any required adjustments to the setting to meet all children's individual needs. The childminder is an experienced childcare practitioner and she is experienced in working in day care settings. She has completed Introduction to Childminding Practice (ICP) and first aid training and she plans to attend short training courses, such as, English as an Additional Language and food safety training. Self-evaluation systems have recently been developed, however, further revision is required to ensure that it is both embedded and reflective of the childminder's practice.

Partnership work with parents is outstanding, as professional and positive working relationships have been established with all the parents. The childminder ensures parents are fully informed about all aspects of their child's care. Regular information is exchanged and there are very clearly written contracts and consent agreements regarding individual care needs and parents have read the policies and procedures. Parents are also encouraged to support children's learning in the home through the sharing of children's individual profiles. Complimentary comments from parents commend the childminder on the individual care that is provided, the range of play and learning experiences children have, the high standards of care, safety of children and the promotion of their well-being. Although young children are not yet attending any other early years settings good systems have been established to promote partnership work with other settings ensuring key information is exchanged and continuity of care is provided for children.

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

Planning, observation and assessment arrangements have been fully implemented, as the childminder has worked hard to implement the learning and development requirements of the Early Years Foundation Stage. Consequently, children are provided with a good range of exciting play experiences that successfully capture children's interests and hold their imagination, and they are making good progress

in all areas of their development. This includes children's physical development; speech and language skills and their social development. Young children have their own 'learning journeys', observations are recorded and this information informs future activity plans, ensuring a cyclical process within planning and assessment arrangements. The childminder is very knowledgeable about each child's abilities and what they enjoy doing, as she takes time to get to know the children and values their contributions. Young children's emerging developmental behavioural needs are skilfully supported by the childminder as she uses a range of positive techniques and is calm and patient when explaining key issues to children, such as, the safety rules.

Children are very contented and happy in the childminder's care, they are also confident and curious about their environment. The childminder ensures that her interactions are purposeful and positive, and is always at the child's level when supporting them. Young children's emerging language skills are effectively supported by the childminder as she successfully creates a language rich environment, for example, constant discussions and explanations; the use of key words, non-verbal gestures and positive reinforcement and praise. A good variety of toys and books that show positive images of diversity are in use and this increases children's familiarity with different cultures and traditions. Children take part in a variety of interesting planned activities or spontaneous events that fully support all areas of learning, both indoors and outside. The childminder ensures there is time for both active physical play and also plenty of time for young children to rest. Independence skills are successfully supported, for example, choosing activities and offering continuous outdoor garden play. Regular outings are organised in the vicinity, this includes toddler groups, local park and library. Planned trips out linked into topic work include Barleyland Farm and the beach further supporting children's learning.

There is a positive focus on promoting healthy lifestyles and ensuring children feel safe. A good range of healthy snacks and meals are offered and fresh drinking water is available to children ensuring that they remain hydrated. Meal times are a sociable time with good peer modelling and manners being promoted. Young children are beginning to learn how to be safe, through gentle reminders and explanations, and fire evacuation procedures further support children's development of their own personal safety. The childminder has attended first aid training and can deal with minor injuries, and good written procedures are in place for the administration of medication and any emergency situations. Overall, children's welfare is well promoted by 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	1
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	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	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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