

## Inspection report for early years provision

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| <b>Unique reference number</b> | 506294                |
| <b>Inspection date</b>         | 25/06/2010            |
| <b>Inspector</b>               | Suzanne Joyce Stedman |

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|------------------------|-------------|
| <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 was registered in 1990. She lives with her husband who is also a co-minder and one child aged 16 in Southend on Sea, Essex. The whole house excluding the bedrooms on the first floor is used for childminding. The home is accessed via a step to the front door and a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children when working alone or 10 children when working with her co-minder. She is currently minding nine children in total six of whom are under eight, all are cared for part-time. The childminder walks/drives to the local pre-school and school to take and collect children. The family has two birds, two rabbits and a tortoise.

The childminder supports children with special educational needs. The childminder is registered on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

Children's individual welfare needs are promoted to a good standard as the childminder has well-written policies and procedures that underpin her practice and enable her to care for children in an inclusive setting. The childminder is able to demonstrate that information regarding the children's individual routines and development is available, and good observations of the children enables the childminder to plan for the children's learning, however, the children next steps are not clearly identified on children's assessment records. Children gain independence and confidence as they are able to initiate their own play and self-select resources, both indoors and outdoors. The childminder has begun to develop systems which enable her to identify areas for improvement and to raise standards. The childminder's commitment toward training and to develop self-evaluation demonstrates a commitment to maintain continuous improvement.

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

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

- develop assessment records to clearly identify the next steps.

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

The childminder effectively promotes the children's learning and welfare, as some good opportunities for learning and fun activities are provided. The childminder is familiar with and aware of the requirements of the Early Years Foundation Stage and puts these into practice well.

The childminder is confident and understands her responsibilities and has completed training with regard to safeguarding children. Appropriate guidance and up-to-date legislation is at hand, should there be any concerns regarding any child's well-being. The childminder is vigilant within the home to ensure the children's safety at all times. Children are introduced to visitors to the home to ensure they are familiar and comfortable in their company. Procedures are in place with regard to the children's safety on outings. The childminder ensures that members of the household who require suitable checks have completed these, ensuring the children's safety is never compromised.

Children appear happy and confident within the home. The childminder develops systems to evaluate her practices and is able to discuss her process for self-evaluation. The childminder is reflective in her work, and is able to identify strengths and areas to develop further, such as observations and assessments. Parents' views are welcomed as the childminder understands the importance of good partnership working. Parents are informed about every aspect of care offered to their children.

The childminder uses the space within her home well, creating a child-friendly environment. The childminder manages her time effectively and provides children with individual care and attention. Toys, equipment and resources are easily accessible within the home and garden where the children play. The childminder demonstrates a commitment to caring for children in an inclusive provision whereby every child is unique and speaks intuitively of the children in her care.

The childminder is able to demonstrate how she encourages parents to share information about their child's developmental stages and the childminder is now beginning to use this information to support her planning. Observations of children are developing well, however, the children's next steps in learning is not always fully documented. Partnerships with other professionals are well developed including teacher at local schools that the older children attend.

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

Children are beginning to understand possible dangers in the home, garden and on outing by being sensible crossing roads and using seat belts in the car. Children are continually offered drinks and healthy food is provided. The childminder promotes good hygiene practices herself and children wash their hands before eating and after toileting and playing in the garden. This promotes good levels of hygiene and helps to prevent the spread of infection.

Children respond well to the childminder's appropriate behaviour management strategies and comply with house rules. The childminder gives lots of praise for achievements such as planting up the plant pots and any art work. This helps to develop their confidence and self-esteem. The childminder encourages the children to play harmoniously together, to share the resources and take turns such as with the apparatus in the garden. She helps children to appreciate diversity and develop

a positive view of society and the wider world by celebrating different festivals.

Children are offered a good range of activities and learning opportunities that support them in making good progress in all areas the early years foundation stage. Space and resources are well-organised to enable children to explore and make choices in their activities. They are happy in the childminders care and she provides good levels of interaction and support. The childminder quickly reacts to the children's interests and changing developmental needs incorporating all areas of the Early Years Foundation Stage. She records observations of each child's achievements and progress, linked to the six areas of learning and effectively evaluates this information, however, she needs to further develop how she will help children to reach their next steps.

Children develop their imaginations as use a selection of dressing up clothes and role play equipment. They enjoy looking at books and listening to stories that the childminder reads. Children have good opportunities to understand simple concepts and solve problems, for example, as they play with wet and dry sand on the beach. Children enjoy all forms of mark making including drawing, painting and the older children writing stories. They make good progress in communicating, literacy and numeracy as they weigh out flour and sugar when baking.

## 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

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| <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

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| <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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|--|---|
| 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

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| <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

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