

## Inspection report for early years provision

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<b>Unique reference number</b>	199331
<b>Inspection date</b>	17/05/2010
<b>Inspector</b>	Patricia Mary Champion
<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 1994. She lives with her partner and two children aged four and 12 years. They live in a house in a residential area in Westcliff-on-Sea, Essex. All areas of the childminder's house are used for childminding, except for the bedroom in the attic. Access is via a low step into the house. 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 two children in the early years age group. The childminder walks or drives to local schools and pre-schools to take and collect children. The family has a cat, rabbit, four guinea pigs, African land snails and tropical fish as pets.

The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local carer and toddler group on a regular basis and takes children to the local park and library. She is a member of the National Childminding Association and an approved childminding network.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder establishes positive relationships with children and cares for them in an inclusive environment. She is developing her understanding of the requirements of the Early Years Foundation Stage and is beginning to write observations to help her plan children's next steps in learning. Information obtained from parents helps her to meet children's individual needs and identify how she can support their progress. Children play in a generally safe environment. Most of the important policies and procedures are maintained, with the exception of annual risk assessments. The childminder has a realistic awareness of her strengths and shows some commitment to developing practice to improve outcomes for children.

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

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

- ensure that a risk assessment is conducted regularly, at least once a year or more frequently where the need arises, and also ensure that it covers anything with which a child comes into contact (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare

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Register).

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

- review and revise reflective practice and self-evaluation to include priorities for development to improve outcomes for children
- develop further a systematic and routine approach to using observations to plan the next steps in a child's development with clear links to the Early Years Foundation Stage and regularly review this approach
- develop the partnerships with the other settings that children attend in the Early Years Foundation Stage to enhance progression and continuity in their learning.

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

Children are cared for by an experienced childminder, who is also a qualified nursery nurse. She regularly attends short training courses to update her knowledge of the Early Years Foundation Stage and best practice regarding first aid and health and safety requirements. Children are safeguarded because the childminder understands her child protection responsibilities and keeps the handbook from the Local Safeguarding Children Board readily accessible. Written policies and procedures have been updated to reflect the Early Years Foundation Stage and current practice. Children play in an adequately clean and generally safe environment. However, children may not be fully protected from harm as the childminder has not completed a risk assessment within the last year or since changes have been made to the premises. There are some potential hazards accessible to children such as cleaning products in the bathroom. The childminder is vigilant about children's security and safety on outings and has completed a risk assessment for each venue the children visit.

The childminder ensures that her practice is fully inclusive. She gathers information about children's individual needs so that she can provide the best possible care. Her home is arranged to provide adequate play space with a wide selection of good quality toys and play materials. These are rotated to give the children variety and allow them to acquire new knowledge and skills. The childminder promotes equal opportunities and anti-discriminatory practices and treats children with equal concern and respect. The childminder is increasingly reflecting on her practice and she is starting to use self-evaluation to identify her strengths. However, she has not yet used her self-evaluation to widen the areas for development and maximise improvements.

A friendly and helpful partnership with parents is being developed. Written policies and procedures are shared. There are clear contracts and parents sign the relevant consent agreements. The childminder writes a daily diary to keep parents informed about their child's day, including information about activities, nappy changes and the food the children have eaten. She is starting to think about how she can enable parents to further support and make decisions about their own children's

learning, well-being and development. Parents express their satisfaction with the provision by completing questionnaires. They appreciate the range of activities and outings offered and the sociable environment where their children play with friends of all ages. There are suitable partnerships formed with other early years professionals. The childminder meets with her network coordinator and also other childminders to ensure that her childminding knowledge and practice is kept updated. However, the partnership with the nursery that children also attend is not yet fully developed to enhance progression and continuity in their learning.

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

Children are settled and confident in the childminder's home. They are kept busy and have fun as they play. The childminder supports learning and development appropriately by planning activities based on children's interests. They benefit from learning about life cycles as they grow plants from seed or help care for the baby guinea pigs. Children become independent as they make choices and take decisions and the childminder adapts activities to suit their varying ages. Their confidence and self-esteem is boosted as they receive frequent praise for their achievements. Children's language and mathematical knowledge is suitably promoted as the childminder spends a lot of time talking to them and she actively engages herself in their play. For example, children are encouraged to use problem solving skills and count the dots and match numbers as they play dominoes.

Outings are also used to develop children's social and physical skills and enhance their knowledge and understanding of the wider world. For example, children visit toddler groups and listen to stories and rhymes in the library. Regular visits are made to nearby parks and soft play centres so that children can exercise and take part in energetic play. The varied activities ensure that children learn and make steady progress in their all round development. The childminder has started making observations of children's progress and taking photographs of their achievements. However, the observation records do not yet include clear links to the Early Years Foundation Stage or detail individual assessments to plan the next steps in children's learning. Consequently, learning experiences are not yet planned to ensure that children achieve as much as they can.

Children learn appropriately about staying healthy because the childminder follows established health and hygiene routines. They benefit from a varied menu at mealtimes and for snacks; this includes nutritious meals such as roast dinners. Children are generally well behaved. They learn about the need for responsible and safe behaviour and the childminder explains about danger and possible consequences. Road safety is discussed and children practise emergency evacuation procedures. The childminder encourages children to gain respect for people's differences. They take part in activities linked to different religious and cultural festivals, use play equipment that portrays positive images of diversity and mix with other children at toddler groups. Consequently, children develop a helpful attitude towards each other, form friendly relationships and acquire positive dispositions towards learning the skills they need for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

- take action as specified in the early years section of this report (Suitability and safety of premises and equipment). 17/06/2010

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 early years section of this report (Suitability and safety of premises and equipment). 17/06/2010