

## Inspection report for early years provision

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<b>Unique reference number</b>	EY222981
<b>Inspection date</b>	21/06/2010
<b>Inspector</b>	Rufia Uddin

<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.

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## **Description of the childminding**

The childminder has been registered since 2002. She lives with her husband and two children aged 10 and 14 years in Brentwood, Essex. The whole of the ground floor is used for childminding and a bedroom is available for sleeping. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. The childminder is currently childminding three children in the early years age group on a part time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends local carer and toddler groups. The childminder is the member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children make good progress in their learning and development through the provision of a variety of experiences. The childminder recognises the uniqueness of each child well, thus ensuring their individual needs are met. The childminder provides a learning environment that promotes positive behaviour and encourages children to make independent choices. She maintains written documentation well, including policies, procedures and child assessment records. The childminder has started to reflect on her service and shows a good capacity to improve the provision for children.

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

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

- develop the links between sensitive observational assessments and planning, to inform and help meet all children's individual needs.

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

The childminder has a good understanding of her responsibility to safeguard children. She has a good awareness of the signs and symptoms to look out for, and the correct procedures to follow, if she has a concern about a child. Written policies and procedures on safeguarding children are in place, including what to do in the case of an allegation being made against the childminder or a member of her family. Responsibilities towards safeguarding children are highlighted to parents through the policies and procedures the childminder shares with them. Children continue to be safeguarded from harm through their play as the childminder ensures good supervision both inside and outside of the property. She has completed detailed risk assessments which cover all areas of the environment

and outings. Risk assessments contain details of when they were completed and reviewed and help reduce risks to children. The childminder has put in place necessary precautions to ensure children are kept safe at her home. Gates restrict access to unsupervised areas and the front door remains locked while children are present. Clear records of accidents are recorded, shared with parents and kept confidential. Details of children are kept secure and confidential. In addition, regular practices take place for emergency evacuation, which enhances children's understanding of how to keep safe in the event of a fire. Children are further safeguarded because the necessary parental permissions are in place.

The home is well organised, bright, clean and welcoming. Children can access resources to initiate their own play as most are stored at a low level, which develops responsibility and independence. They have a comfortable environment and a good selection of play resources and experiences that promote a well balanced curriculum of learning. The childminder spends her time purposefully involved with the children in play or appropriately supervising. Good use is made of local amenities such as the library, parent and toddler groups and parks, which contribute to children's physical fitness, socialising with others and knowledge and understanding of the environment. Children are treated with equal concern and the childminder recognises that they are individuals with varying needs and abilities. Activities are adapted to be appropriate and interesting to all children, including girls, boys and younger children, taking account of how differently they play. Children who speak English as an additional language are supported well, for example the childminder learns a few key words of the children's first language to help her understand what children say and need. Systematic observations are completed recording children's achievements with some next steps identified, however they are not always focusing on key objectives to ensure children build on current learning to progress. Parents are kept informed of their child's achievements and progress through discussion and daily diaries. The childminder has established clear links with other providers, such as the local nursery, to promote a collaborative approach to children's learning. She shares information about children's care with parents each day and passes on any important information from school.

The childminder has a good awareness about equality and diversity and has a good selection of resources to reflect the diversity within the community. The childminder has a good understanding regarding the children's individual needs and interests and how to meet them. The childminder is committed to providing a good service. She has addressed the recommendations from her last inspection and has started to identify areas for improvement. This demonstrates her commitment to improvement. The childminder carefully monitors what she does and takes steps to improve the service she provides. Though she finds it difficult to attend external training courses, she makes sure that she reads appropriate publications and accesses information online to develop her knowledge.

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

Children benefit because they have easy access to good quality play resources. Children are offered a broad range of interesting activities each day. They have good opportunities to express their own thoughts and ideas through art. Children explore the texture of thick paint as they create colourful collages and hand paintings. Children develop their early technology skills as they work out which buttons to press to make the electronic car game work. They recognise numbers on the till and mobile phone and benefit from opportunities to use the computer games in order to support their learning. Children are happy, confident and independent learners who enjoy the time they spend in the childminder's care. There is lots of laughter as children make the towers with blocks, and they confidently learn to use knives and forks to eat and cut up their food at lunch times. Children enjoy taking part in craft activities, visits to the park and walks around the local area. Children have opportunities to develop their social skills and play alongside other young children as they attend a childminding group enabling them to develop an understanding of sharing, taking turns and securing relationships with their peers. Children's self esteem is high because they respond to the childminder's praise and encouragement. The childminder adapts her questioning and planning to suit children's individual needs, which allows them to develop at their own rate. There is a good balance of adult and child-initiated activities to promote children's learning. The childminder asks children what they would like to do and interacts with them as they take part in craft activities, listen to stories and sing songs. Children also have opportunities to engage in free play, and can rest or sleep when they are tired. Children's understanding of diversity is promoted through activities linked to special events and cultural festivals, such as Diwali and Chinese New Year. Children begin to find out about difference as they share books about all kinds of people and beliefs. Children start to share responsibility for their environment as they help to tidy away toys. Parents are kept informed of their child's achievements and progress through daily feedback. Photographic evidence supports written observations of the children's attainments and activities, which allows parents to enjoy clear images of their children's experiences.

Children's health is promoted in an emergency situation because detailed written information is obtained from parents regarding their individual medical needs and parental consent for them to receive emergency medical treatment is requested. Secure procedures are in place to respond to accidents and all arrangements are discussed and agreed with parents, ensuring children's health and safety remains a priority at all times. Children are encouraged to wash their hands before meals and after using the toilet, which helps to prevent the spread of infection. The childminder has an up-to-date knowledge of first aid and keeps an appropriately stocked first aid box, which further promotes children's well-being.

Children benefit from the childminder being a positive role model, treating children with care and respect. The children play well together, negotiating, sharing and taking turns. They are praised for positive behaviour, such as helping to tidy up. Children enjoy regular fresh air and opportunities to practise physical skills, for

example when they visit the park. Children's health is also promoted by opportunities to learn about healthy lifestyles. Children eat fruit at snack times and have a healthy lunch which parents provide. Children's health is also promoted by the childminder's good understanding of the health and hygiene policies regarding the storing, preparing and serving of meals and snacks to children. The childminder also makes sure that children are able to access drinking water and their drinking cups are out within easy reach.

## 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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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

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