

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY399443
<b>Inspection date</b>	21/06/2010
<b>Inspector</b>	Ann Marie Cozzi
<b>Type of setting</b>	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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 2010 they are registered to care for a maximum of five children at any one time. They are currently caring for two children in the early years age group and three older children. They are registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder lives in a residential area of Epping, Essex with her husband and their three children ages two, nine and ten years. Access to the setting is via a small step into the property and there is a downstairs toilet. The whole of the property is used for childminding and there is a fully enclosed garden available for outside play. The family have two guinea pigs as pets.

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.

Each child is respected as an unique individual and children make good progress in their learning and development. Systems for observation and assessment are in place, although, there is a minor weakness in ensuring that they consistently link to all areas of learning. The childminder develops positive relationships with parents which on the whole supports their welfare and learning. She uses self evaluation as a continuing process for identifying strengths and weaknesses in her provision to support continuous improvement.

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

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

- develop further the current system of observation to ensure that children's next steps for learning are consistently linked to the Early Years Foundation Stage elements
- develop systems to ensure information regarding children's progress towards the early learning goals is effectively shared with parents and carers.

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

Children are content and confident in this home environment where the childminder uses her good knowledge and understanding about each child to effectively promote their care and education in a suitably inclusive manner. The childminder demonstrates a clear understanding of her responsibility with regard to safeguarding children and knows what to do should she have a concern about any child in her care. A wide range of relevant policies and procedures are shared with

parents at the start of placement. This ensures that the smooth day to day running of the service is fully supported, promoting positive outcomes for children. The childminder ensures that her home is kept secure which means that no child is able to leave unescorted. Only authorised adults have access to children and clear arrival and departure procedures ensure that they remain safe. Daily registers detail children's hours of attendance which enables the childminder to safely account for children in the setting at all times. The childminder has undertaken comprehensive written risk assessments of her home and outings which further protects children's welfare. Children are encouraged to develop independence and the ability to make choices and decisions because they can play safely and independently in both the house and garden. All required records are in place and regularly updated. This ensures that the childminder remains aware of children's changing care and learning needs.

The childminder employs a flexible approach to daily routines and planning which is responsive to the needs of children. She demonstrates a proficient working knowledge and understanding of child development and undertakes regular observations of children to assess how to help them progress onto the next stage of their learning. The childminder is generally able to demonstrate the good progress with children.

Successful verbal and written communication strategies employed by the childminder demonstrate the value she places on partnership working. She makes every effort to keep parents fully informed of all matters relating to their child's care and welfare. Children's individual needs are discussed in depth with parents prior to placement and re-visited regularly with further discussions held daily at drop off and pick up times. However, this exchange of information does not extend to ensuring information about children's identified next steps in learning are shared. Parents report that she, provides a varied and stimulating environment, we communicate continuously about how my child is doing, has the ideal qualities you look for in a childminder, provides a daily diary which all the family love to read and that they would recommend her to others. The childminder undertakes effective monitoring of her practice to identify strengths and weaknesses in order to maintain continuous improvement.

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

Children have lots of fun in this calm and warm environment. The childminder uses a broad range of child and adult led play to effectively promote children's interest and participation in learning.

Her good understanding of the Early Years Foundation Stage ensures that children make good progress across all areas of learning. Observations made of children are used to plan appropriate activities, although, these are not always linked to the Practice Guidance for the Early Years Foundation Stage across all areas of learning to fully ensure that records of children's progress towards the early learning goals are clear and consistent. The childminder is aware of children's individual interests and makes sure that this information is used when planning activities. Children demonstrate a sense of belonging and security which is clearly shown through

their warm interaction with the childminder.

Young children demonstrate they are active learners as they enthusiastically crawl, shuffle and pull themselves to standing as they explore their environment with lots of interest. They are confident and express their feelings and needs without hesitation using a variety of means, for example, they communicate by using sounds and gestures when they want a banana. Children demonstrate their enjoyment and pleasure when playing alone or alongside others. They have lots of fun exploring different textures using their senses, touching and feeling with their hands, mouth and feet. This shows that they are beginning to develop a positive attitude to learning. They look to the childminder for reassurance and comfort when needed, for example, they enjoy cuddles when they are tired. Whilst listening to simple songs and rhymes children learn about counting and rhythm as they sway gently from side to side or excitedly bounce up and down in time with the beat. The organisation of the environment promotes opportunities for young children to practise their walking and crawling skills using their developing mobility to eagerly get to items of interest previously out of reach. This also encourages their curiosity as independent learners as they freely access low level resources. They become engrossed in play with a toy which they excitedly discover makes sounds and patterns on a screen when buttons are pressed. They are beginning to confidently pull themselves to standing using available furniture, expressing their obvious delight at the freedom and changing perspective that this brings them.

Children begin to learn about the wider world through trips out in the local area as they regularly visit places, such as, parks and toddler activity groups. This provides them with the opportunity to experience the diverse society they live in and develop an understanding of the behaviours of others through interaction.

Children are beginning to learn about the importance of personal hygiene through established hygiene routines which are part of daily practice and help to promote children's understanding of developing healthy habits. They are provided with a balanced range of meals by the childminder who supports them to learn about caring for and growing fresh vegetables and flowers. They are encouraged to develop a positive attitude towards being active with daily opportunities to be in the fresh air and expend their energy safely. As a result, children are making good progress towards adopting healthy lifestyles. There are effective strategies in place to ensure children's social, physical and economic wellbeing are met.

## 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	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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