

## Inspection report for early years provision

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<b>Unique reference number</b>	EY408456
<b>Inspection date</b>	18/11/2010
<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 2010. She lives with her family in a house in, Southend-on-Sea, Essex. All areas of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of four children at any one time and is currently minding four children in the early years age group. The childminder also offers care to children aged over five years to 11 years. She walks or drives to local schools to take and collect children and the childminder takes children on regular outings to the local parks, children's centre and library.

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 Early Years Foundation Stage and early child development. There is strong emphasis on safeguarding children and promoting healthy lifestyles. Partnership work with parents is good as the childminder ensures that parents are fully informed about their child's care, play and learning experiences. Children are cared for in an environment that is fully inclusive, comfortable and peaceful promoting children's emotional well-being and confidence. Self-assessment has been developed to assess the overall effectiveness of the setting, however, develop further to ensure self-assessment is reflective and continuous.

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

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

- review activity plans to ensure that they are reflective of children's daily play and learning experiences
- develop further self-evaluation systems to ensure self-assessment is reflective and continuous.

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

Documentation including policies and procedures and children's records are extensive and are securely maintained to promote the safe organisation of the

provision. Children are effectively safeguarded as robust procedures, such as the safeguarding policy and vetting procedures, are in place to protect them. The childminder has a clear understanding of her role in protecting children and clearly understands safeguarding practices as an independent worker. Risk assessments are comprehensive and they successfully minimise risks to children, for example, the front door and safety gates are used where needed. Secure fire procedures are in place, ensuring children know what to do in the event of an incident. Risk assessments are in place for trips out which includes taking children's contact details and also a safety talk with the children before commencing outings.

The physical environment, daily routines, resources and equipment are effectively organised to ensure children's individual needs are consistently met and that they are comfortable and secure within the family environment. Resources effectively cover the six areas of learning and they are well organised to promote both independence and choice. Reasonable adjustments are made to support children's varying abilities and any additional requirements to ensure an inclusive environment is effectively promoted. Since registration the childminder has worked hard and successfully implemented good policies and procedures, planning and assessment arrangements and effective working practices. She has completed mandatory training, for example, first aid and she is currently completing unit 3 of the Diploma in Home Based Childcare. Self-evaluation systems have been developed, however, further review is required to ensure self-assessment is reflective and continuous.

Partnership with parents is effective as good quality information is exchanged on a regular basis and there are very clearly written contracts and consent agreements regarding the individual care needs of the children. All parents have access to 'The parent information guide' and notices on the display boards further informing parents. Developmental profiles are shared with parents to further ensure that they are regularly updated about their children's progress. Parent's complementary comments include the good range of activities, the childminder being professional friendly and flexible in her approach and that she is able to accommodate any changes regarding the care needs of the children. Effective systems are in place for the childminder to work together with other settings that deliver the Early Years Foundation Stage to promote effective transitions and continuity of care.

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

Planning and assessment arrangements have been effectively implemented and embedded within the childminder's practice. Activity plans cover the six areas learning, incorporating themed activities and differentiation ensuring that play and learning experiences are challenging and tailored towards children's individual needs. However, weekly activity plans on occasions do not always reflect children's daily play and learning experiences. Children's individual profiles provide parents with a rich textual narrative of children's developmental progress and this is combined with the 'Development Matters' framework to ensure effective monitoring of children's overall developmental progress.

Children are very happy, settled and secure as the childminder effectively forms good relationships with them and successfully creates an environment that values all their individual needs and interests. Young children settle quickly as the childminder provides individual attention and successfully maintains their interest, for example, stories and imaginative play, therefore successfully developing their concentration skills and thought processes. Children are given lots of opportunity to develop their language and communication skills as the childminder uses a range of descriptive language and open-ended questioning to extend their verbal expressions. They particularly enjoy singing nursery rhymes and action songs, for example, 'Twinkle Little Star' and 'Row Your Boat'. Children develop an early appreciation of books and stories as they have access to a good selection of both story and information books that offer instruction and delight. Babies are supported in their physical development as the childminder provides activities and play experiences for them to move around the home confidently and the childminder ensures close supervision. Regular trips are made to the local park, beach and children's centre helping children to learn about the world around them.

The childminder takes time to get to know children's individual needs; character traits and personalities and is therefore knowledgeable about each child's abilities and what they enjoy doing. Children behave very well as the childminder has a clear understanding of how to positively manage children's behaviour and there is a good focus on praise and encouragement. The family members are positive role models and they are caring and affectionate towards the younger children. Consequently, all children are happy, secure and confident in her care and they are very co-operative. A good variety of resources showing positive images of diversity are in use and children celebrate a number of festivals including Halloween, Christmas and The Notting Hill Carnival. Consequently, children become familiar with different cultures and traditions. Children are given the time and space to work independently solve problems and learn about cause and effect, for example, information and communication technology resources.

Children know the safety rules in the home as a result, they move around the home with skill and confidence. They also practise regular emergency evacuation procedures ensuring that they know what to do in the event of an incident. Children know when to wash their hands and what equipment they need to use to further minimise cross-infection. Children enjoy a range of healthy snacks and meals, and dinner and lunch times are sociable occasions where they learn how to socialise, be polite and use good manners. The childminder has attended first aid training and therefore knows what to do in the event of an accident or when a child is unwell. Good procedures are in place to support children with any dietary and medical needs as she gathers all the required information before children start at the setting. Overall the childminder successfully promotes children's understanding of healthy lifestyles and personal safety.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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
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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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