

## Inspection report for early years provision

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<b>Unique reference number</b>	EY260973
<b>Inspection date</b>	27/01/2011
<b>Inspector</b>	Sandra Daniels
<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 was registered in 2003. She lives with her husband and two children aged 12 years and seven years. They live in a house in the Chafford Hundred area of Grays. There are local shops, parks and a library. The nearest school is Warren Primary and the closest station is Chafford Hundred. The whole of the house is used for minding purposes. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of two children in the early years age group and is currently caring for four children in the early years age group, some on a part-time basis. The childminder attends a local toddler group with minded children on a regular basis. She is a member of the National Childminding Association and is registered on the Early Years Register and both the 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 happily engage in the good range of activities that the childminder provides and enjoy enthusiastic interaction with her. Observations of children at play are made and show that children are making good progress, although documentary evidence of this is not consistently linked to the areas of learning. Children benefit from the childminder's commitment to their individual needs and care to ensure that no child is disadvantaged. The provision is always likely to develop and improve because the childminder is motivated to find new activities and increase her understanding of childminding practice. The childminder evaluates her practice informally and systems for formal self-evaluation are being developed.

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

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

- improve the systems for the organisation of the setting by developing the use of self-evaluation to support ongoing improvements.
- improve the use of observations and assessments to identify learning priorities for each child and link these to the educational programmes.

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

The childminder safeguards the children in her care as she has a thorough knowledge of the indicators of abuse and neglect. She is aware of the procedures to follow if she has any concerns about a child in her care. Children's health is promoted through established daily routines. For example, toddler's hands are cleaned with liquid soap before and after eating. The childminder holds a current first aid certificate, records details of all accidents appropriately and shares them

with parents when they collect their children. Risk assessments are thorough and detail any action required to eliminate or minimise risks to children in the home, garden and on outings. Sensible safety measures are in place, for example, cupboard locks, safety gates and an emergency evacuation plan.

The childminder's home is well organised to help children to have many opportunities to become independent learners. She offers children a range of resources, activities and experiences in her home, garden and in the local community. For example, children benefit from using the dedicated playroom which leads directly to the garden for free-flow indoor and outdoor play in good weather. Toys and resources are stored around the room so that children of all ages can freely and safely select what they want to play with. The childminder takes children into the community on a regular basis, to visit toddler groups or to travel further afield, for example, to Southend, Grays beach and Upminster park. The childminder has produced a portfolio of written policies and procedures which reflect her daily practice and promote children's welfare. All required records are in place, are well maintained and are stored securely to ensure confidentiality.

The childminder has produced an information folder which is shared with parents when they first make contact with her. This contains details of the service offered, her policies and procedures and her training certificates. Ongoing information is then shared using a daily diary, informal conversations and parents have the opportunity to look through their child's progress record. This ensures that parents remain fully informed and involved in their child's care, learning and development. The childminder has effective partnerships with local schools and pre-schools, to ensure continuity of care for minded children. Areas raised at her last inspection have been fully addressed. This is an inclusive environment which is accessible and welcoming to all. Babies and older children play and learn together and are clearly valued as individuals. The childminder has made many changes since the last inspection to improve outcomes for children because her practice is reflective. She has started to use self-evaluation as a way of monitoring the service she offers, but this is an area for ongoing development.

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

Children are very well supported by the childminder during their play. She is on hand to offer encouragement and to extend their play but is confident enough to stand back and let the children take the lead in their play. The playroom has a broad range of resources which are easily accessible to the children helping to give them choice in their play and learning. The childminder uses her knowledge of each child to offer activities and experiences which are suitable for them as individuals. Observations and assessments of the children at play identify children's achievements and their next steps in learning. However, these are not always linked appropriately to the Early Years Foundation Stage framework to ensure that children's progress is maximised.

Young children feel safe and secure within the healthy relationship with the

childminder. They seek her out for re-assurance and confidently climb on to her lap, and she responds with a smile and a cuddle. Young children have a strong exploratory impulse and explore the childminder's home with interest. Children's early communication skills are fostered as the childminder talks to the children as they play. Young children respond to this as they enjoy babbling, experimenting with sounds and giggling with delight. Children enjoy making marks using crayons and paint, developing their early writing skills. A love of books is developed with the children as the childminder shares books with them on a regular basis. This supports children's ability to recognise that print carries meaning and encourages the development of language and vocabulary. Children's creativity is promoted as young children enjoy making music with a selection of instruments and children spontaneously move to the music. Children use their imagination well as they recreate familiar scenarios when playing with the dolls. They put the doll into the high chair and feed her, saying 'come on, eat it up, there's a good boy'. Children learn to solve simple problems as they construct a road track on the floor and complete jigsaw puzzles with the childminder.

The children learn through first-hand experiences how to keep themselves safe. For example, they walk to and from school each day and are taught how to cross the road safely. The children are offered a healthy variety of snacks and meals during their time with the childminder. Children have frequent visits to the play park which is close to the childminder's home. Here they enjoy the fresh air and large physical activity, such as playing on the slide and climbing frames. The childminder uses lots of praise to promote positive behaviour with the children. She is a positive role model with her calm and friendly manner. The children follow her lead and their behaviour is good.

## 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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