

## Inspection report for early years provision

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<b>Unique reference number</b>	404452
<b>Inspection date</b>	07/03/2011
<b>Inspector</b>	Lynn Dent
<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 1998. She lives with her husband and two adult sons and daughter, aged 15 years South Woodham Ferrers, Chelmsford in Essex. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of six children under eight years at any one time. She is currently minding 10 children, of whom four are in the early years age range and four are over the age of eight years.

The childminder walks to local school to take and collect children. She attends the local carer and toddler groups, Sure Start centre and takes children to the library and to the park. The family has a pet dog.

The childminder supports children who speak English as an additional language. The childminder is a member of the National Childminding Association.

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

Overall the quality of the provision is good.

Children feel safe and confident in the homely environment provided by the childminder. The outcomes for all children are good because the childminder plans a range of interesting activities at home and extends their learning through visits in the local community. Observations and assessments show children's achievements and are sometimes used to identify their next steps. The childminder carries out regular risk assessments and checks of the home, which means that overall children are kept safe. Excellent partnerships arrangements with parents, other providers and specialist services ensure children receive consistently effective care and a highly coherent learning and development experience. Effective systems for self-assessment enable the childminder to review her provision and identify areas for improvement.

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

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

- make hazards safe or inaccessible to children; this is with regards to knives and cleaning fluids stored in the kitchen
- improve the assessments systems to more effectively identify children's learning priorities and use this information for future planning.

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

Children's welfare is suitably protected because the childminder has a good understanding of the indicators of child abuse and neglect and how to implement the local safeguarding reporting procedures. The childminder carries out risk assessments of the home each day to ensure it is safe for children to use. However, on the day of inspection cleaning fluids and sharp knives in the kitchen were not made secure, posing a risk to children's safety. Although the childminder maintain constant supervision of the children at all times. Children's safety is maintained when away from the home because the childminder risk assesses venues before outings and has secure procedures in place when taking children to and from school.

Parents receive detailed information about the childminder's policies and procedures at induction. Therefore, they clearly understand the service provided. Clear information is collected about the children's needs and their current stage of development and learning. Consequently, the childminder is able to build on what the children know and can do. Highly effective channels of communication with parents mean that they are kept extremely well-informed about their child's day. They are positively encouraged to regularly take home their child's developmental file and add their own information. Consequently, these show progress made at home and at the childminders. The childminder is pro-active in working with other early years settings for the benefit of the children in her care, for example, meeting with the children's key person. This effectively ensures that all parties are working together to provide consistency and support children to reach shared goals, such as learning colours. The childminder has an excellent knowledge and experience of working as part of multi-agency teams for the benefit of children with special educational needs and/or disabilities.

The childminder plans a range of activities and experiences that promote all children's learning and development well. For example, creative activities, stories, rhymes, dressing up and visits in the community. The organisation of the day means they have time to participate in planned activities or to initiate their own play. Good use is made of space in the home enabling children to safely access the wide range of toys and resources at will, thus, promoting their independence. The childminder knows the children's stage of development and learning well because she uses observations to ascertain their achievements and record their progress. However, their learning priorities are not always identified or used for future planning. The childminder has good systems in place to self-evaluate her provision and involves parents in this process. Consequently, she can identify areas for improvement. Since the last inspection the childminder has completed a range of training in safeguarding and health and hygiene showing a commitment to further improvement.

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

Children are encouraged to develop safe practices, such as sitting on chairs and picking up toys so they do not pose a trip hazard. This also helps them develop responsibility and respect for their toys and equipment. When away from the home children learn road safety, helping them develop important lessons for later life. Throughout the day children practice routine hand washing, helping to develop their knowledge of good hygiene. Parents provide packed lunches for their children which the childminder complements with healthy snacks of fruit. Consequently, children develop an understanding of healthy eating. The childminder is trained to administer specialist medication such as an emergency adrenaline shot. Therefore, the particular health needs of children who need these are readily met.

Children enjoy looking at books which are easily accessible to them. The books cover different genres, including those that promote letters and sounds such as 'Bouncy Ben's Birthday' factual books about animals and transport. Books in other languages such as French help children understand differences in language. Also there are a good range of story books. Children enjoy singing well-known rhymes and do this well as they match actions to words as they sing 'Wind the bobbin up'. Children enjoy making pictures with pegs and mark making, drawing and colouring using different tools and magic writing screens.

The childminder is effective in helping all children learn early mathematical concepts during activities. For example, using a traditional shape sorting box and matching shapes and colours in separate cubes. Older children are able to do this well. The childminder provides good support to younger children by asking questions like 'Which colour is your shape?' and points to the same colour cube. Then provides praise when the children correctly match the colours. The childminder encourages all children to follow their own interests and ensures that suitable activities are available for them to do this. For example, they enjoy dressing up and practicing throwing hoops onto pegs. They also enjoy role play, as they care for dolls and pretend to make cups of tea in the play kitchen.

Children demonstrate good behaviour because the childminder promotes sharing and uses distraction with other activities when children begin to tire of playing with toys. The childminder takes children to various activities outside the home, for example, the local Sure Start and toddler groups where they receive additional opportunities to learn during a wider range of experiences. They benefit from outdoor play daily and enjoy looking at nature as they find insects and examine spider's webs.

## 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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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