

## Inspection report for early years provision

---

<b>Unique reference number</b>	EY283780
<b>Inspection date</b>	26/01/2011
<b>Inspector</b>	Sandra Daniels
<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 assesses 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.

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 2011

## 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 2004. She lives in North Stifford, Essex with her husband and three children aged 18, 15 and 10 years. The whole of the premises is registered for childminding purposes and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children under eight, two of whom may be in the early years age group. She is currently caring for one child in the early years age group and two older children during out of school hours. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association (NCMA) and receives support from the local authority.

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

Overall the quality of the provision is good.

Children are making good progress in their learning and development and their welfare is very well promoted. The recording of children's achievements and progress is developing. Children are cared for in a safe and stimulating environment where their individual needs are considered and met. Children are happy, settled and confident in their surroundings. Good information is shared with parents, ensuring consistency of care. The childminder has started to explore systems for monitoring and evaluating her practice as well as identifying her strengths and areas for improvement.

## **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 to include ongoing effective procedures to evaluate the provision and implement areas for improvement
- 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 understands her responsibility to keep children safe and keeps up to date with training and changes to legislation regarding safeguarding. She has very comprehensive and well-thought-out risk assessments in place and they are reviewed regularly. Children are taught about road safety and fire evacuation procedures and regular checks on smoke alarms are recorded. All adults in the household have been suitably checked and all documentation required for the safe management of the provision is in place.

The childminder reflects on the service she provides and is beginning to devise

systems for more thorough self-evaluation and to set clear targets for maintaining continuous improvement. She is currently accessing further training and receives support from the local authority. Children's records of achievement include photographs, artwork and evaluative observations and children's next steps in learning. However, links to the Early Years Foundation Stage are not consistently made. Parents are invited to contribute to children's learning journeys and record where they think children have made progress and where they would like any extra input.

Parents are given very good information about all areas of the childminding service and children's learning and development. They are given copies of all policies and procedures and receive daily feedback from the childminder which keeps them informed about what children have eaten, sleep patterns and activities. Weekly planning is available for parents to give them the opportunity to talk to their children about what they are doing at the childminders. The childminder is aware of her responsibility to work in partnership with other agencies and professionals in order to provide continuity.

The setting is accessible, inclusive and welcoming to all. The childminder makes sure that all children can participate successfully at the appropriate level. The environment is clean, warm and very well cared for. Resources, toys and equipment are all in good, clean condition and of very high quality. They are easily accessible to children as they are stored at their level in toy boxes, low cupboards and on open shelving.

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

Children are making very good progress towards the early learning goals. They are given good one-to-one support in their learning and development and the childminder provides an environment that effectively contributes to their learning. They have lots of space to move around freely and make choices about their play and initiate their own learning. They are aware where each resource is stored and make choices freely and safely. They experience a good sense of belonging through the warm and welcoming environment where the childminder plans her routine to ensure that children have lots of experiences of purposeful play and exploration. She spends a great deal of time extending their language skills and critical thinking. For example, when looking at books together, she asks 'Where do you think the mouse is hiding?' and 'What do you think happens next?' before turning the page. Children have daily opportunities for outdoor play. In good weather they can access the outdoor area as they choose. They go on regular walks and visits to toddler groups to extend their experiences of their environment and socialisation. They can rest or sleep as they need. Children learn about problem solving, reasoning and numeracy in their day-to-day practice. This is promoted through singing number rhymes, counting everyday objects, and completing jigsaw puzzles.

Interaction between the childminder and the children is very good. They have lots

of cuddles, eye contact and conversation and the childminder spends time playing with them on the floor and at their level. Children are encouraged and praised for reaching milestones, such as recognising different shapes and this gives them a feeling of self-worth. The childminder clearly recognises the uniqueness of each child. She makes sure that she is aware of their individual needs with an assessment at intake and regular questionnaires and discussions with parents.

Children are cared for in a safe, clean environment where they learn to take care of themselves. They are given gentle reminders to try not to spill water as they may slip and to wash their hands at appropriate times during the day. They are learning about personal hygiene and can access tissues and wipes independently. The childminder provides a healthy range of freshly prepared and home cooked meals and snacks. They sit at the table to eat, with the childminder and her family, chatting to encourage social skills and language development.

## 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
--	---

### 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
--	-----