

## Inspection report for early years provision

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<b>Unique reference number</b>	202526
<b>Inspection date</b>	10/03/2011
<b>Inspector</b>	Jane O'Callaghan
<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 1987. She lives with her husband in the town of Colchester. The whole of the ground floor and rear garden are used for childminding purposes. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of five children under eight years at any one time. The childminder currently has seven children on roll and, of these, two are in the early years age range and three children are in the compulsory childcare group.

The childminder collects and takes children to local schools and visits parks and places of interest. She has a dog as a family pet.

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.

The childminder has a good understanding of the learning and development requirements within the Early Years Foundation Stage. Inclusion is promoted and she provides a good range of activities to help children make progress in their learning and development. The childminder works with parents to ensure children are settled and she recognises each child's individual needs, which helps them to feel secure. Children's safety is promoted and most documentation is in place to support this. The childminder demonstrates a strong commitment to continuous improvement, including processes of self-evaluation and identification of training needs.

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

To meet the specific requirements of the EYFS, the registered person must:

- improve the record of risk assessment so that it includes information on the date of review and any action taken following a review or incident (Premises, environment and equipment) (also applies to both parts of the Childcare Register).
- 24/03/2011

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

- carry out a risk assessment for each type of outing and review it before embarking on each specific outing.

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

The childminder shows a good level of commitment to ensure the safety of all children. This is because her home is safe and secure, as are the broad range of freely available resources. She displays a good knowledge of child protection issues, and detailed procedures and policies are shared with parents. The childminder attends safeguarding courses on a regular basis to ensure her knowledge and understanding of any new procedures are updated and she implements any changes immediately. The childminder has risk assessments completed to keep children safe in her home and garden. However, the record of risk assessment is not signed and has no dates of review or any actions taken following an incident implemented, which is a breach of regulations. The childminder goes out on outings with the children; however, the records of risk assessments have not been updated to include those for the outings undertaken, although the childminder does have a good understanding of keeping children safe while away from the setting. For example, holding hands and wearing reins when out and about. The childminder promotes inclusive practice by ensuring all children have access to the same opportunities, helping them feel valued and fully included within the setting. She has good relationships with parents; they receive daily feedback along with information sheets of what their child has done throughout the day. Parents are asked to complete regular questionnaires, all of which contain very positive comments about the care their children receive. The childminder has established good links with local schools and other settings that provide the Early Years Foundation Stage for children in her care. She shares information and children's profiles and planning with the settings.

The childminder has completed the Ofsted self-evaluation form, along with a Local Authority one, and evaluates and reviews both regularly. She is interested in attending further training to benefit and improve outcomes for children as well as her own knowledge.

The childminder deploys her time well as she allows children the freedom and independence to choose what they wish to do, while supervising them for their safety. She knows all children well and is fully aware of what they each like to do and their individual interests. The childminder helps all children make good progress towards the early learning goals across all six areas of learning. Each child's individual file includes written observations of them engaged in different types of play, supported by photographic evidence. The childminder identifies the children's next steps, from which she plans future learning and also records with information from parents about their starting points.

The childminder ensures that children learn about the wider world and local community through a good range of resources which support this. For example, jigsaws, small world and the celebrating of a wide variety of festivals. Children have also learned about different cultures through the childminder researching and obtaining books when they have asked about different lifestyles. She has a well-written policy to enhance equal opportunities, which is implemented to ensure all children are treated with equal concern.

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

The childminder provides a good range of exciting activities and experiences to meet children's needs. She has built a close and caring relationship with the children in her care. The children are very confident within the setting as they freely access the good range of toys and activities. Children ask the childminder if they can get the bubbles to blow. They go with the childminder and get the tubs, unscrew them and try to blow them. She suggests that maybe the bubbles would float better outside. Children are very keen to go out to try to blow them and, while outside in the garden, younger children push the doll in the buggy, then run around bursting the bubbles and laughing as they do. When they come back in, they ask to do painting and ask for the red and blue paint. Children confidently hold the paint tubes and press them on to the paper plates, then use the roller and explain to the childminder about the blue patterns they have made with it. Younger children are enthralled with the laptop and go and get the toy one to imitate the adult on the laptop, pretending to press the keys on theirs. The more able children get the Noah's Ark and the animals out and, along with the childminder, talk about the different animals and discuss where they come from and their names. For example, the children recognise the zebra, that it has black and white stripes, and that the lion roars. The childminder encourages children to develop their social and physical skills as she takes them out into the community to parks, children's centres and trips on the train to farms and the seaside. Children have a good selection of books that they independently access which are suitable for all ages of children. The childminder also takes them to the library to choose books and to join in music and story time. Children regularly come across new and interesting challenges and learning is lots of fun through the flexible planning that the childminder completes.

The childminder ensures that children learn about safety within the home and outside. For example, she teaches children about road safety and ensures they participate in regular fire drills.

Children show a good understanding of healthy lifestyles and follow appropriate personal hygiene routines. For example, washing of hands prior to meal and snack time. Children also recognise their individual flannels and towels when drying their hands. They demonstrate a positive attitude towards healthy eating as they enjoy a good variety of healthy and nutritious snacks on offer. For example, olives, dips, cheese strings and a selection of fruit.

Children's behaviour is very good and they show an awareness of responsibility within the setting. For example, by helping to tidying away their toys, saying please and thank you and encouraging each other to be polite. Children show a strong sense of security and belonging within the setting. They are confident, settle well and develop strong relationships at every level in a warm and caring environment.

## 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:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years part of the report (Suitability and Safety of Premises and Equipment) (also applies to the Voluntary part of the Childcare Register) 24/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years part of the Childcare Register (Suitability and Safety of Premises and Equipment) 24/03/2011