

## Inspection report for early years provision

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<b>Unique reference number</b>	EY409175
<b>Inspection date</b>	28/03/2011
<b>Inspector</b>	Shaheen Belai

<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 husband and two children aged 13 and 9 years. The premises are situated in Buckhurst Hill, Epping Forest within the county of Essex. The whole of the ground floor and one bedroom on the first floor is used for minding purposes. There is an enclosed outdoor play area for children's use.

The childminder is registered to care for a maximum of six children under eight years of age; of these three may be in the early years age range. The childminder currently has three children in the early years age range on roll, attending on a part-time basis. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder has developed a positive relationship with children, who have settled quickly, enabling them to develop a strong sense of belonging. Children are progressing well in their learning; systems for assessing their progress are in the early stages. All required information is gathered to support children's individual needs and this contributes to inclusion. The regular exchange of information with parents contributes to continuity of care and recognition is given to working with other agencies. Documentation is generally well maintained, however the omission in meeting legal requirements had not been identified. The childminder has begun to evaluate her practice, this demonstrates the childminder's commitment to maintain continuous improvement.

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

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

- carry out full risk assessments for each type of outing undertaken (Safeguarding and promoting children's welfare) 11/04/2011
- review attendance records to include exact times of arrival and departure for each child attending, and also reflect any changes in attendance (Documentation) (also applies to the childcare and voluntary parts of the Childcare Register) 28/03/2011

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

- review systems for observational assessment to include detailed information for identifying children's starting points and carrying out regular observational assessment, all of which is reflective of the six areas of learning.

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

Children are safeguarded as the childminder has a sound understanding of the child protection procedures, and has policies and procedures to guide her to take action should the need arise. Risk assessments are carried out of the premises and equipment used by children to ensure their safety. However, outings undertaken on a regular basis have not been risk assessed to contribute to children's safety. In addition, a record of children's attendance is maintained but is not robust to reflect the hours of each child's attendance or when there is a change in their minding arrangements. These are a breach of a legal requirement. The childminder is committed to improving the quality of her provision. She has taken positive steps to improve her knowledge through attending training and the changes she has made to her practice have resulted in improved outcomes for children, such as, developing children's learning journals. The childminder reflects upon her practice and identifies areas for development. She values contact with other childminders as part of her quality assurance process.

The childminder organises her home, and the resources within it, effectively to enable children to have easy access to play materials and make independent choices. There is ample clear space for children to move around in, as their play ideas develop and to play in comfort. Play resources and children's furniture are of good quality. She rotates the range of play equipment set out to offer children greater challenge and sustain their interest. The childminder has a developing range of resources which reflect equality and diversity in society. This is further supported with a range of posters on display to reflect diversity, and the regular celebration of cultural and religious festivals. Children enjoy the frequent outdoor play sessions, moving freely between the indoor and outdoor areas. The childminder is committed to improving the quality of her provision. She has taken positive steps to address self evaluation and explore information on further training courses. As part of reflecting on practice, the childminder has begun to identify areas for development.

Effective partnerships are established with parents. The childminder keeps parents well-informed about the service provided through giving out copies of the policies and procedures and verbal exchange of information at handovers. The childminder speaks with parents in detail and they settle their child into her care initially. As children's profiles are in their early stages, the childminder has not shared these with parents but intends to do so in the near future. Children's work is sent home on a regular basis. The childminder is aware of developing professional relationships with providers who also deliver the Early Years Foundation Stage at other settings that the children may attend in the future, to support continuity of care.

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

Children have a lovely time and enjoy themselves in the care of the childminder. Consequently, they are confident and motivated in their play and learning. They make decisions on the direction of their play and move around the registered areas of the setting as their play ideas develop. The accessibility of the resources ensures all ages of children are included as they independently select their play materials, requiring little assistance from the childminder. The childminder is mindful that all children benefit from the full range of activities.

The childminder's methods of observation, assessment and planning are in the early stages. The childminder plans opportunities to meet the individual needs of children. The childminder has begun to develop a system for collating evidence of how assessment is carried out and monitored, this includes a sample of children's work, photographs and written observations. However, the childminder does not fully explore children's starting points or carry out regular written observations to reflect the six areas of learning. This impacts on children's overall learning journeys and not being monitored to an effective level.

The childminder understands the importance of creativity and provides lots of opportunities for children to draw, paint, make cards and pictures. The children use glue, pulses and a range of markers to create pictures of their own design. In imaginative play they explore dressing up and developing nurturing roles of caring for dolls. The children like playing with the piano and explore different sounds. They incorporate their knowledge of the world as they celebrate a range of festivals, explore animals and their sounds. The children use mathematical language as they play, for instance, referring to numbers, counting in rote and exploring shapes. A satisfactory range of books engage children's interest, such as using magnetic props inside the books. In addition the children visit the local book library to broaden their experiences with books. . The childminder effectively supports children's language development, for example, she is supportive for children to use both their home languages and develop an understanding of English in tandem. Children readily learn to build and balance when playing with construction materials. Children show an understanding of everyday technology; for example, as they use resources that are interactive and allow for problem solving. Developing these skills has a positive impact on the children's future economic well-being.

A healthy lifestyle is actively promoted, with good hygiene routines followed and understood by the children as part of the daily routine. Independence skills are encouraged as children learn to make their own decisions and care for their own personal needs. Children enjoy healthy meals and snacks, fruit and vegetables are incorporated into their daily diet. Individual preferences and dietary needs are acknowledged and catered for. They also have regular opportunities for physical activity, such as playing in the garden and walking to and from the local community venues they visit. The childminder has a good range of physical play apparatus, sports equipment and wheeled toys available in her garden to encourage children to play actively. The childminder is a good role model for the

children's behaviour, as she shows them courtesy and respect. Praise is given for children's achievements. Children learn about how to look after themselves safely through the inclusion of being part of the evacuation practice drills and listening to guidance on how to safely go up and down the range of steps in the garden area.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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 section of the report (Records to be kept) 28/03/2011

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 section of the report (Records to be kept) 28/03/2011