

## Inspection report for early years provision

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| <b>Unique reference number</b> | 506264     |
| <b>Inspection date</b>         | 09/03/2011 |
| <b>Inspector</b>               | Sue Riley  |

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|------------------------|-------------|
| <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 has been registered since 1992 and co-minds with her husband. She lives with her husband and three adult sons. They live in a house in a residential area of Billericay within walking distance of schools, shops and the park. All areas of the property are used for childminding. There is a fully enclosed garden available for outside play. The family have a chinchilla.

The childminder is registered to care for a maximum of six children at any one time and is currently caring for 14, of whom, six children in the early years age range. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. She provides full and part-time care, as well as before and after school care. The childminder holds an early years qualification. The childminder walks to the local schools to take and collect children. She attends the local parent and toddler group and take children to various places throughout the week. 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 are safe, secure and cared for in a clean and comfortable home. A child-friendly environment is created to ensure all children are included and enjoy their time with the childminder. Children show good levels of self-esteem because the childminder gets to know them very well and values them as individuals. The childminder has developed a good close working relationship with parents, which helps her to understand children's individual needs and to achieve a consistent approach to the children's care. Most aspects of children's welfare are suitably promoted which means that children are mainly safeguarded. The childminder is starting to use the self-evaluation process to identify areas for improvement and this is being used to ensure that the provision for children is continually improving.

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

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

- maintain a record of the risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 04/04/2011

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

- review the current safeguarding policy and procedure to ensure it includes a procedure to be followed in the event of an allegation being made against

- the childminder or a household member
- develop further the observations on children's progress to ensure their next steps in learning are clearly identified and used in planning to promote learning and to monitor their progress in the Early Years Foundation Stage.

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

Children are mainly safeguarded as the childminder understands her role to protect them from harm. The childminder has a suitable knowledge of safeguarding issues. She has a written statement of the procedures to follow if she was concerned about a child. However, the statement does not cover if an allegation was made against herself or another household member. Parents are reassured because the childminder provides information about how she is registered, about vetting arrangements for herself and other household members over 16, and about her experience and training. A record of the risk assessment is not in place for all areas of the home used for childminding purposes, although the childminder makes regular checks to identify and minimise any hazards. Due attention is given to risk assessing outings with the children and a clear procedure is in place to guide practice when out in the community. Effective safety measures are in place with regard to the premises. The door to the house is kept locked to prevent unwanted visitors from entering the premises, ensuring children are safe.

The childminder effectively maintains most of her records. Many policies and procedures are in place to ensure the safety and well-being of all children. Confidentiality is maintained and documents are kept secure. The childminder demonstrates ambition, vision and drive to develop the provision further. She attends regularly training and is currently undertaking a further childcare qualification to improve her own knowledge and understanding around caring for children. She has started to develop a system of self-evaluation and is effectively reflecting on her practice, identifying her strengths and areas for development to maintain continuous improvement within her service. Space within the childminder's home is organised well to provide children with a homely, warm and welcoming environment where they can learn, relax and have fun. A range of resources are available to children and these are mostly stored at a low level enabling children to make independent choices. A general selection is put out for children to play with and this is reviewed and changed by the childminder to reflect children's changing needs and interests. It is evident that the childminder knows the children well and provides activities that help the children to learn and develop. Equality for all children in the childminder's care is promoted and the childminder is aware to adapt activities to ensure they can engage and progress their learning. The childminder ensures she can supervise the children at all times.

Partnerships with parents are well-established and there is a beneficial flow of communication on a daily basis, which ensures that children's needs continue to be met in a consistent manner. The childminder recognises the parent as the main carer and provides a range of information for them so that they are well-informed about their child's care and learning. At the start of the placement the parents are provided with information which includes all the childminder's policies and

procedures. This ensures parents are fully aware of the childminder's practice. Parents are kept informed about their child's activities through verbal discussions and the sharing of their development files. They also have daily discussions about children's progress, resulting in a cohesive and consistent approach to children's learning and care. The childminder treats all children equally, but is very aware of their individual needs and levels of understanding. She makes the most of diversity to help children understand the society they live in.

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

Children are making good progress in their learning and development. The childminder demonstrates a sound working knowledge of the Early Years Foundation Stage and how children learn and develop through playing. She allows them to choose what they want to do and is able to extend their learning through the activities. For example, when children are drawing she talks to them about what they are drawing and encourages them to think about their art work. The childminder has systems in place to monitor children's progress in relation to their starting points. Observations and assessments are ongoing and information gathered is starting to be used to plan for the next steps in children's development, taking into account their abilities, likes and dislikes. The indoor and outside environments are set up for children's learning this allows children lots of free choice of activities and a wide range of resources.

The childminder is warm and welcoming to the children, thus providing a safe emotional environment where children feel safe and secure. Children demonstrate a healthy attitude towards learning and are very keen and eager to participate in activities. They are very confident within the childminder's home, they explore the environment and resources and are very aware of where things are stored. The concentration levels of children are very good as they draw their pictures and they are happy to 'mark make' with good control. Children are taught about safety issues as part of the daily routine. For example, they take part in regular emergency evacuation procedures to raise their awareness of keeping themselves safe. The children are starting to develop an understanding of healthy lifestyles. They soon become aware of the hand-washing routines as they follow the appropriate practices to prevent the risk of cross-infection. The meals given suggest a balanced, healthy diet is provided. The childminder considers all dietary needs and takes these into account when planning the menus. Children's physical provision is a key strength of the childminder, she encourages physical activities daily, be it swimming, attending children's specialist gym sessions or visiting the parks and toddler sessions. This ensures children feel the benefits of fresh air and exercise. The older children pour their own drinks as they become thirsty, this practice promotes children's independence well.

The children are very well behaved and are caring towards each other and are encouraged to use their manners. When playing games the children learn about sharing and turn taking. As the children build with the plastic building bricks they learn about shape and size and how things fix together. Children are beginning to develop an understanding of the wider world through visits out and about in the

community and planned activities and discussions with the childminder. The children are confident with language and speak well, they talk about their drawings and what they are doing. Older children notice the letters and written words in the environment and take note of the letters that they recognise. They also are starting to form recognisable letter shapes.

## 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

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| <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

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| <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

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| 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

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| <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