

## Inspection report for early years provision

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<b>Unique reference number</b>	404365
<b>Inspection date</b>	20/05/2011
<b>Inspector</b>	Lisa Paisley

<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 1995. She lives with her family in a house in Grays, Essex. All areas of the childminder's house are used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children and is currently minding nine children in the early years age group, all on a part-time basis. She minds with a co-minder, and together they may care for a maximum of eight children. The childminder has joint responsibility with the co-minder for the childminding practice. The childminder also offers care to children aged over five years to 11 years.

She walks or drives to local schools to take and collect children and takes children on regular outings to the local parks and library. The family has four rabbits as pets.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association (NCMA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress as the childminder has a good understanding of the Early Years Foundation Stage, children's individual learning styles and the developmental needs of young children. Children are provided with an exciting and creative play and learning environment that is effectively challenging and enjoyable, enabling all children to make a positive contribution. Partnership work with parents is good as the childminder values the vital role of parents in meeting children's individual care and learning needs. Self-evaluation has not yet been formally developed to ensure continuous improvements are sustained.

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

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

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Early Years Register, compulsory part of the Childcare Register, voluntary part of the Childcare Register).

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

- develop further children's assessments to include initial profiles and parents' comments
- develop formal self-evaluation systems to ensure continuous improvements are sustained.

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

All the required documentation is place as records are comprehensive, clearly formatted and reviewed on a regular basis, ensuring that policies reflect current practice. All persons living in the household are effectively vetted, ensuring children are further protected. Children are effectively safeguarded as the childminder has a good understanding of her role in protecting children and procedures to follow in the event of a safeguarding concern. The childminder has a good understanding of her own safe practices and this includes the supervision of children and transparent practices. Very good standards of cleanliness and effective safety measures are maintained throughout the play environment, both indoors and outside. Risk assessments are undertaken for any outings and the childminder carries emergency contact details and first aid equipment, however, the childminder's first aid certificate has expired, which may compromise children's welfare.

Daily routines, including the physical environment, resources and activities, are effectively organised to meet children's individual needs, interests and capabilities. Consequently, children receive good standards of care, attention and support. Resources and play equipment are of a good standard and are effectively maintained, promoting both independence and choice. Equality and diversity is an integral part of the provision as the childminder has a good understanding of equality issues and how to promote inclusion effectively within the environment. Since the last inspection the childminder has addressed the previous recommendation and continued to attend training courses, for example, signing. However, self-evaluation systems are yet to be developed to ensure continuous improvements are sustained.

Partnership work with parents is good. Parents are fully informed about the childminder's role through the clear admissions procedure and the effective communication systems for parents, for example, daily verbal conversations and regular newsletters. Developmental profiles are shared with parents to further ensure that they know about their children's progress. Parents' verbal and complimentary comments include, 'a fantastic childminder, children's development is good and they are provided with a very good range of activities'. Effective systems are in place for the childminder to work together with other settings that deliver the Early Years Foundation Stage to promote effective transitions and continuity of care.

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

The childminder has successfully implemented the learning and development requirements of the Early Years Foundation Stage into their practice. Planning and assessments are cyclical and reflective as future activity plans are informed by children's individual interests. Children's learning journeys provide a rich textual narrative of their ongoing development, and observations and next steps are linked into the Development Matters Framework. Initial assessments and parents' comments have not yet been implemented within the assessment arrangements to promote greater efficiency in children's assessments. Overall, children are making good progress considering their starting points and capabilities.

Children are very happy, settled and secure as the childminder effectively forms good relationships with them and successfully creates an environment that enables children to make a positive contribution. The childminder knows children's individual needs very well and plans accordingly, for example, small world, play, creative activities and story time. The childminder is purposeful, considerate and thoughtful in her interactions as she responds to their needs, such as snack time and wanting to play in the garden. There are regular trips to the local park, soft play centres and the beach, providing opportunities for young children to explore their local community. Children learn about the natural world through planting and growing fruit and vegetables and also feeding the birds. They also enjoy looking after the pet rabbits. Their creative imaginations and self-expressions are developed through the good range of creative activities, and they particularly enjoy marble painting and sand play.

Children behave very well as the childminder has a clear understanding of how to positively manage children's behaviour and there is a good focus on praise and encouragement. Older children are positive role models and they are caring and affectionate towards the younger children. Consequently, all children are happy, secure and confident in her care and they are very cooperative. Children's self-help skills and independence are effectively supported through daily routines, including hand washing and taking shoes on and off. Older children attending the setting enjoy their time as they are able to choose activities and feel welcomed and secure. They particularly enjoy cooking activities and going to the local park. A variety of resources showing positive images of diversity are in use and children celebrate a number of festivals including Christmas, Diwali, Saint David's Day, Pancake Day, Remembrance Day and The Royal Wedding.

The promotion of healthy lifestyles and ensuring children feel safe is good, as the home is safe and child-friendly, providing a positive play and learning environment. Children practise regular emergency evacuation procedures, ensuring that they know what to do in the event of an incident. The maintenance of toys and the good hygiene standards of the home further minimise cross-infection. Children enjoy a range of healthy snacks and meals and the childminder works with parents on the provision of lunches. Children particularly enjoy picnic lunches where they are able to sit in comfort and socialise with their friends while having their meal. Overall, children's well-being and safety are effectively promoted.

## 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	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>	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	3
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:

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Early Years Register, compulsory part of the Childcare Register, voluntary part of the Childcare Register). 23/07/2011

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:

- ensure at least one person who has a current paediatric first aid certificate is on the premises at all times when children are present (Early Years Register, compulsory part of the Childcare Register, voluntary part of the Childcare Register). 23/07/2011