

## Inspection report for early years provision

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<b>Unique reference number</b>	EY266822
<b>Inspection date</b>	12/07/2011
<b>Inspector</b>	Natasha Parsons
<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 was registered in 2003. She lives with her husband and teenage daughter. The family lives in a house in Gidea Park, Essex, which is within walking distance of local schools, shops, parks, bus routes and a main line train station. The ground floor is used for childminding and there is a fully enclosed garden available for outside play. Children do not have access to the annexe and the family has two dogs. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children at any one time, of whom three may be in the early years age range. There are currently eight children on roll, of whom one is in the early years age range and attends on a part time basis.

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

Overall the quality of the provision is good.

Children are welcomed and included. They are happy and secure and enjoy their time in the childminder's home. Overall, they make good progress in their learning and development. The childminder is committed to meeting the individual needs of children and working with parents. She has also begun to make links with other settings that the children attend. She evaluates her practice and successfully improves outcomes for children.

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

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

- develop further systems to maintain a regular two-way flow of information with other providers to ensure a shared approach to children's care and learning
- develop a systematic and routine approach to using observations and assessment to plan the next steps in a child's developmental progress.

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

Effective systems ensure children are safeguarded and their welfare is promoted well. The childminder knows what action to take if she is worried about a child and a basic child protection policy and information further support her in ensuring that prompt action would be taken in the event of any safeguarding concerns. Accurate risk assessment of the different areas accessed by children within the home and the resources used further support children's care and learning. The childminder's good level of supervision and interaction help children to feel safe and secure.

The learning environment and layout of the home encourage children's independent learning and they have lots of opportunities to lead in their play. Toys and resources are easily accessible which ensures that they are available to all ages and both sexes. There is a good balance of equipment suitable for the wide age range of children attending.

The childminder uses evaluation effectively to identify the steps she wishes to take to improve her service. For instance, she wants to get additional outdoor equipment to develop children's physical skills. Parental partnerships are effective and the childminder places great importance on the verbal sharing of daily information with parents. She keeps them informed of their child's time in her setting and of their progress. Parents are provided with useful written information and their views on the childminding service are sought via questionnaires.

All of the required documentation is in place and the childminder is committed to continuously reviewing policies, procedures and records to ensure that they are up-to-date. She has begun to make links with the local nursery the children attend to further support their learning needs but this remains an area for further development. Children and families are valued as individuals and the childminder is knowledgeable about children, their backgrounds and any special needs and/or disabilities that they may have. This means she can take positive steps to make sure that they are not disadvantaged in any way. There are various resources in place that help children learn about differences, including dolls and books. They also celebrate festivals and taste foreign foods, such as Chinese rice.

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

The childminder is generally knowledgeable about children's development and shares this information with parents. However, she does not have fully effective systems in place to make observations and use these to identify next steps for each child's learning. Although she plans activities, she generally finds it more effective to provide activities according to the children's interests and daily requests. The home is well-organised and welcoming and children have space to play freely and to sit comfortably and relax when tired. They are provided with a good range of resources and activities that complement their experiences with the other early years settings they attend.

Children's care needs are successfully planned and provided for and they have the opportunity to rest and recuperate from their morning activities. Child-led activities ensure children develop their own interests and creativity is nurtured when they produce cards and individual pieces of art work. Positive interaction with the childminder promotes their developing language and range of vocabulary, and ensures they feel welcomed and valued. Children's requests and needs are responded to effectively. For instance, when a child asks to sleep they are made comfortable and the environment is planned to support this.

Children enjoy the time they spend in the garden using the trampoline and develop their numeracy skills as they count the number of bounces and add numbers together. They are learning the value of playing outside to support their well-being and recognise that eating and sleeping will provide them with energy and strength. Children have the opportunity to form relationships with older children who act as positive role models when they play and eat together as a combined group. Parents are well-supported and the childminder works effectively in partnership to ensure children's developmental needs are met. Children are learning to adopt healthy lifestyles. They enjoy home-cooked, nutritious food and understand the need for washing their hands before eating and after using the bathroom. They are also learning about how to keep themselves safe. They talk about stranger danger and practise road safety when they go out and about in the local community.

## 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	3
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:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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