

## Inspection report for early years provision

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<b>Unique reference number</b>	EY334179
<b>Inspection date</b>	18/10/2011
<b>Inspector</b>	Janice Weller

<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 2006. She lives with her husband and two children aged five years and 20-months-old in a residential area of Benfleet, Essex. The whole of her house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children under five years, two over five years and one child over the age of eight years. She walks or drives to the local schools to take and collect children. The family keep a rabbit and fish.

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 happy and settled in the childminder's care because she forms good relationships with them and their parents. She observes children at play and uses information she gathers to plan appropriate activities ensuring children make good progress towards the early learning goals. The childminder has evaluated her practice and identified her strength and areas of development showing a commitment to improvement. Effective partnerships ensure that information about the children is shared with other settings that they attend. Most records and procedures are in place and are effective in practice. These underpin the care of the children with the exception of the risk assessment and records required relating to these.

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

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

- conduct a risk assessment that identify aspects of the environment that need to be checked on a regular basis and maintain a record of these particular aspects and when and by whom these have been checked. Determine the regularity of these checks according to their assessment of the significance of individual risk (Suitable premises, environment and equipment).

01/11/2011

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

- ensure the risk assessment covers anything with which a child may come into contact.

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

Children are well-safeguarded because the childminder demonstrates how she ensures they are closely supervised at all times whilst playing in a safe and secure environment. The childminder is aware of the procedure to follow if she had any concerns about a child in her care. Supporting documentation is in place to maintain her knowledge to protect children. The childminder completes daily check lists for the home and has written risk assessments for the home and outings. However, the current record of risk assessments does not contain the required details, such as signature of who has completed them or the dates completed and date for review. The childminder is able to demonstrate through discussion how she maintains safety for children whilst on outings and risk assessments are in place for individual outings.

The childminder maintains her first aid training and has recently completed a course. This enables her to protect and care for children in the event of an accident. The childminder's home is organised in a way to support children's learning and development. She meets their individual needs by keeping parents well informed about the children's day and has developed an information slip that advises them of their children's sleep, toileting routines and what they have eaten at snack and meal times. The childminder has a broad and wide range of resources that are age appropriate and promote images of equality and diversity. The childminder has a positive attitude and approach to improving the service offered. She completes the local authority evaluation document and recognises her strengths and areas of development.

The childminder provides parents with detailed information about her service before children start. Parents have the opportunity to see the children's learning folders keeping them informed of their progress. The childminder has established links with other providers where children attend more than one setting. This enables her to share information effectively and complement their learning and ensure continuity.

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

Children develop their knowledge and understanding of the world through good opportunities in the childminder's home and during visits out to parks and places of interest in their community, such as visits to learn about bee keeping. Children's problem solving and reasoning skills are promoted as they are encouraged to count through rhymes, storytelling and using jigsaw puzzles. Children develop their imagination during regular craft, musical and role play activities. They develop their own ideas during role play and make up their own songs as they sing into a microphone. Children are developing their appreciation of books looking at them independently, as well as enjoying a story from the childminder. Children behave

really well in the provision. This is because the childminder offers clear explanations when talking to the children during their day about the activities they are doing. Whilst on visits the childminder talks about safety and why they are wearing florescent jackets and reins.

Individual profile folders which show children's artwork and photographs of them at play indoors and outdoors are shared with parents. These are building a well-informed picture of the children's time in the childminder's care. The childminder works with parents to complete a development matters document for their children. This allows the childminder to have a clear understanding on how to support the individual child and enables the parents to also reinforce their child's learning at home. The childminder has adapted her observation recording to help her planning and recording for children's next steps.

The childminder provides a good range of home-cooked healthy and nutritious meals and snacks which effectively promote children's growth and development. The childminder is well-organised in meeting the needs of individual child's dietary requirements. Children have access to water at all times throughout the day ensuring they do not become thirsty. The childminder promotes good hygiene practices, children have access to individual hand towels minimising the risk of cross infection. The childminder ensures that children's physical development is promoted effectively as they play in the garden visit local parks and places of interest where they use large equipment.

## 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: Met

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