

## Inspection report for early years provision

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<b>Unique reference number</b>	EY418188
<b>Inspection date</b>	20/10/2011
<b>Inspector</b>	Anne Daly

<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 2011. She lives with her partner in Basildon, Essex. The whole of the premises is used for childminding and there is an enclosed garden for outside play. The childminder drives or walks to local schools and pre-schools to take and collect children. She takes children to the library, park and toddler groups. The family keep two cats, three African land snails and four ferrets.

The childminder is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for six children under eight years. She is currently minding six children, three in the early years age range, of whom two are on a part time basis, with three children in the compulsory part of the Childcare Register.

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 in the Early Years Foundation Stage play and learn in a safe, secure and welcoming homely environment. A worthwhile range of interesting and challenging activities help children to make good progress in all areas of learning. Partnerships are developing generally well with parents and with other early years professionals to ensure a fully inclusive childminding service. The childminder maintains the required documentation for the safe and efficient management of the setting. She is beginning to evaluate her practices to identify strengths and weaknesses, although systems are not yet fully effective in identifying areas for development to ensure continuous improvement for the benefit of children and their families.

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

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

- provide opportunities for parents to contribute to their child's learning and development records
- develop the use of reflective practice to identify the setting's strengths and priorities for improvement that will enhance the quality of the provision for all children.

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

Children are safeguarded in the childminder's care through her clear safeguarding policy, which she ensures is effectively shared with parents. She understands her responsibilities with regard to working with outside agencies if she has any concerns for a child's welfare. She has completed online safeguarding training to

ensure that she has a secure understanding of the signs and symptoms of abuse. Children are safeguarded through adults living on the premises being appropriately vetted and the childminder having a good understanding that any regular visitor who reaches 16 years of age will need to complete relevant forms to enable Ofsted to check their suitability. In addition, good systems are in place to verify the identity of any visitors to further safeguard children. The home provides children with safe, secure and exciting play opportunities through the childminder rigorously risk assessing her premises, garden and outings on a daily basis. She has effectively reduced any potential hazards to children, including securely fitting to the walls the storage units full of their play provision. She takes positive steps to further safeguard children by frequently washing all equipment and play provision to prevent cross-infection.

The childminder has completed all relevant and compulsory training and has actively attended other training courses of interest and benefit to her childminding provision. She has plans to continue to develop her knowledge through ongoing training as and when opportunities arise. She supports children well by utilising her whole home to provide different types of areas in which to play and rest. She stays with children throughout their time with her and enthusiastically chats to them to encourage their full benefit from their experiences. In addition to the childminder leading activities, children safely self-select toys and resources from the worthwhile range of play provision and activities. The childminder has the capacity for improvement as demonstrated by her commitment to extending the range of play provision and making the garden safe since the registration visit. However, her systems are not fully effective to evaluate the provision and to implement areas for improvement to enhance the outcomes for children.

The childminder values and respects each individual child and has a good knowledge of their backgrounds to enable her to improve their outcomes by taking effective steps to close identified achievement gaps. Children have access to resources representative of diversity and they are encouraged to have a positive attitude and respect for themselves and for other people. The childminder regularly communicates with pre-school and nursery staff to support individual children by ensuring the regular sharing and utilisation of information to promote their achievements, for example, teaching children to correctly form letters when naming their work.

The childminder has established welcoming relationships with parents. A set of well-written policies and procedures and clear information effectively support and underpin her good care practices for the benefit of children. She ensures that children's personal details forms and written parental consents provide all necessary care information to enable her to meet individual children's needs well. She has ongoing daily discussions with parents about their child's well-being and the activities they have enjoyed during the day. Parents are actively encouraged to share what they know about their child, in particular with what they like to play and are able to do, but they are yet to contribute to their children's learning journeys.

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

The childminder has warm and friendly interaction with children to ensure that they feel at ease and comfortable in her home. She offers children encouragement, reassurance and plenty of cuddles when playing, while displays of their artwork ensure that they know that she really values their efforts. She frequently observes children's learning linked to the six areas to identify their next steps in learning. This information together with samples of children's artwork and some photographs enable her to collate their learning into personal learning journals.

The childminder effectively supports children's understanding of how exercise, eating, sleeping and hygiene promote their good health. She plans plenty of time for children to practise their hygiene routines and to learn new skills, such as cleaning their teeth after eating meals. Confident children know that their hands may have germs and that they have their own flannels and towels to prevent the spread of cross-infection. They freely help themselves to their containers of drink when thirsty to avoid dehydration and are taught by their enthusiastic childminder to be safety conscious without being fearful. Children have a good awareness of keeping themselves safe and can confidently demonstrate how to stop, look and listen before crossing roads. They thank drivers when they stop for them when using zebra crossings and are aware that they must stop and look to ensure cars are not leaving driveways. Their understanding of safety is enhanced through the childminder taking them to activity days involving the Police and Fire Services. Children have many opportunities to explore and investigate, while finding out about some features of living things when observing the African snails' eggs. They learn how to handle and take care of living things when helping their childminder to feed the ferrets. They go on walks every day and also have opportunities to take part in a wider range of experiences during these outings when making decisions about which roll to purchase for their lunch from local shops or when collecting leaves, acorns or horse-chestnuts for their interest table.

Children investigate push-button toys to work out that one action has an affect on others. They are encouraged to behave well and to understand the house rules, such as taking off their shoes when returning home from pre-school or nursery. They successfully fit shapes into spaces on insert boards or jigsaw puzzles. They know that their childminder values their achievements when confidently explaining that they received one star on their charts for this reason. Consequently, very settled and content children are encouraged to develop the skills that they will need for their future.

## 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

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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