

## Inspection report for early years provision

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<b>Unique reference number</b>	EY347227
<b>Inspection date</b>	01/11/2011
<b>Inspector</b>	Patricia Champion
<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 2007. She lives with her husband and four children aged 13, 10, eight and six years. They live in a house in a residential area in Leigh-on-Sea, Essex. All areas of the childminder's house are registered for childminding. Access is via two small steps into the front door. There is a fully enclosed garden available for outside play. The childminder works occasionally with an assistant. The family has no pets.

The childminder is registered to care for a maximum of three children at any one time and is currently minding two children in the early years age group. She is registered for overnight care for one child. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder drives to local schools to take and collect children and attends the local carer and toddler groups on a regular basis. She is a member of the National Childminding Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are relaxed and very settled as they play in the warm and welcoming environment. Their welfare and development is supported through activities, outings and appropriate play resources accessible to them. The childminder offers an inclusive service recognising and valuing each child's individuality. She has built friendly relationships with parents, working constructively with them and others involved in the children's care to meet the needs of the children. Most of the mandatory documentation is in place; however, there are weaknesses in relation to conducting risk assessments. The childminder shows a positive capacity to improve her provision further, although self-evaluation systems are not yet fully effective.

## 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 and review it regularly - at least once a year or more frequently where the need arises (Suitable premises, environment and equipment) (also applies to the compulsory and voluntary parts of the Childcare Register).
- 15/11/2011

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

- develop systems for self-evaluation and reflective practice to widen the scope for improvements and enhance outcomes for children
- enhance the information provided for parents by updating written policies and procedures so that they reflect current practice and the guidance of the Early Years Foundation Stage
- extend the range of natural and sensory materials available for very young children to enhance their curiosity, exploration and play.

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

Children's welfare is safeguarded appropriately by the childminder who has systems in place to promote their safety and well-being. A clearly written flowchart for child protection procedures is displayed regarding the steps to take if the childminder has concerns about a child's welfare. All members of the household have had the necessary background checks. Emergency evacuation procedures are regularly practised and smoke detectors are regularly checked. The childminder has carried out a risk assessment for the journey to and from school and undertakes a daily visual check of her home to ensure that children are generally safe. She ensures that children are closely supervised in the garden and has a cover she can use to keep the pond in the garden inaccessible to them. However, children may not be fully protected as the childminder has not yet completed a record of the risk assessment of her premises. This is a breach in the welfare requirements.

Children have the freedom to play and explore, which is due to the child-orientated layout of the rooms used. Resources are accessible, sustainable and suitably used to encourage children's play and independence. For example, there is low-level storage positioned within the play space, which allows for the children to self-select toys, books and play materials. The childminder promotes equality and diversity suitably, recognising children's differing backgrounds and providing appropriately for their particular needs. The childminder liaises with other early years professionals such as childminders and reception teachers to gather and share ideas to assist children's development.

The childminder demonstrates an appropriate commitment to continuously reviewing and improving her practice. Since the last inspection the childminder has attended training and achieved a level 3 qualification in children's care, learning and development. She clearly enjoys her role and has a largely accurate view of her strengths and areas for improvement. The recommendation from the last inspection has been addressed. However, the childminder currently does not have a sufficiently robust system to reflect on her practice, identify any areas of weakness and widen the scope for improvements.

The childminder works in sound partnership with parents; suitable time is available for regular exchange of information, which allows for the partnership to remain consistent. Daily diaries are written so that parents are kept updated regarding the care routines. Appropriate contracts and consent agreements are completed to ensure that children are cared for according to their parents' wishes. The

childminder has devised brief policies for many aspects of her provision and shares these with parents. However, there is potential for misunderstandings as some of the written procedures have not been updated to reflect current practice or the guidance of the Early Years Foundation Stage.

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

Children and babies are happy and enjoy a warm and caring relationship with the childminder and her family. Babies receive lots of praise and encouragement and demonstrate that they feel safe by readily approaching the childminder for a cuddle. There is plenty of space for babies to develop their mobility and shoes are removed when people enter the house so that babies can crawl on clean and comfortable flooring. The childminder continually talks to babies so that they develop their understanding and she encourages them to participate in early communication through sounds and gestures.

Children are making good progress towards the early learning goals and are developing some of the skills they need for future learning. The childminder makes positive observations supported by photographs in their individual learning journey records. Babies develop their hand-eye coordination using a range of play materials and learn how to make sounds by pressing buttons or shaking toys. Books are easily accessible so that children can choose to listen to stories. The childminder regularly attends toddler groups, where there are good opportunities for children to socialise and engage in a wider range of play and learning experiences. Babies and young children also have access to some sensory materials when they attend the toddler groups. However, opportunities for babies to routinely investigate and explore textures using natural materials are more limited when they play in the childminder's home.

The childminder shows a commitment to managing children's behaviour in a consistent way, which promotes their welfare and raises their self-esteem. Children learn about the need for responsible behaviour when practising fire drills or while on outings when road safety is discussed. Good manners and politeness is promoted as children are encouraged to say 'please' and 'thank you'.

Children learn about good hygiene and adopt healthy lifestyles. They eat nutritious meals and snacks and their drinking cups are kept within their eyesight so that they do not become thirsty or dehydrated. Vegetables and fruit are grown in the garden so that children learn about the food that is good for them. The childminder encourages older children to take part in exercise when they are taken to tennis and swimming lessons. Through daily routines babies learn about personal hygiene as they use individual wipes on their hands after nappy changing. The childminder recognises when babies are tired and they sleep peacefully and undisturbed.

## 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>	3
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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 15/11/2011

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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 15/11/2011