

## Inspection report for early years provision

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<b>Unique reference number</b>	EY360791
<b>Inspection date</b>	14/11/2011
<b>Inspector</b>	Lynn Clements
<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. The childminder lives in a residential area of South Woodham Ferrers, Essex, with her husband and their two children aged two and five years. The whole of the property is used for childminding and there is a fully enclosed garden available for outdoor play.

She is registered to care for a maximum of four children at any one time, of whom two may be in the early years age group. The childminder is currently caring for two children in the early years age group and two older children on a part-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

Overall the quality of the provision is good.

The childminder has a very good understanding of the individual learning and welfare needs of the children in her care. The children demonstrate that they are happy, safe and secure in this warm and friendly family home, where they have plenty of opportunities to learn about the wider world. Partnerships with others who provide care for the children are currently being developed, while those with parents are purposeful and support good continuity of care as they move between their home and the setting. This ensures their needs are met, along with any additional support needs. Children progress well, given their age, ability and starting points. The childminder has begun to reflect on her practice and works with families in order to respond to user needs.

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

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

- ensure adequate insurance cover is in place for transporting children in the car
- develop partnerships with other settings the children attend who deliver the Early Years Foundation Stage in order to support continuity of learning
- develop further the current system of self-evaluation in order to promote continued improvement for children.

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

The childminder has a good understanding of safeguarding procedures and confidently knows how to make a child protection referral if she has a concern about a child in her care. She has completed safeguarding and first aid training, enabling her to take appropriate action in the event of an emergency. The environment in which children are cared for and educated is safe, secure and

supportive. The childminder clearly understands about the importance of Criminal Records Bureau checks for all persons in her home over 16 years of age. Risk assessments are thorough and the childminder identifies and minimises risks inside her home and out in the garden. She also takes the time to plan and minimise risks on trips out and about. All documentation required by legislation is in place. However, during this inspection it came to light that currently the childminder does not have adequate insurance on her car, regarding business use. All documentation required by legislation is in place and well maintained. The childminder has a range of pertinent policies and procedures, which are shared with parents and carers and implemented in practice in order to support the smooth running of her setting and provide positive outcomes for the children.

The available resources are used well to achieve the planned goals in learning and development, and children achieve well as a result of the setting they are in. The childminder is taking appropriate steps to ensure resources and the environments, inside and out, are organised and sustainable. The childminder is improving outcomes for children and taking effective steps to close identified achievement gaps. For example, she supports a range of children, including a small number who speak English as an additional language. She makes sure that she discusses the needs of each child with their parents or carers prior to placement and takes the time to continue close working relationships with families. The clear and accessible channels for parents and carers to communicate with the childminder help to provide effective continuity of care and support the good progress of each child. Parents report that the childminder is confident and knowledgeable, providing them with advice and a secure, safe environment where they feel very reassured to leave their children. Conversely, the childminder's communications with other providers and partners supporting the children, such as the local nursery, are in their infancy and therefore are not currently used effectively. Management systems run smoothly. The childminder pays attention to reflecting on her practice, clearly identifying areas of strength and the achievements she has made since commencing her childminding practice. She is motivated and enthusiastic to develop her service and respond to user needs, although at present, areas for future development are not clearly reflected in her self-evaluation document.

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

The childminder has a good understanding about the Early Years Foundation Stage and how young children learn through play and free-flow investigation. She organises her provision well, making sure that the children have easy access to the toys and resources. Children clearly demonstrate that they are independent in moving around the childminder's home and are inquisitive, active learners. The childminder uses daily diaries and compiles learning records, which are openly shared with parents or carers. They are encouraged to share learning that happens at home and this enables the childminder to plan new learning experiences for the children based more broadly on what they know and can do. Clear observations are made and used to plan the next steps, which are clearly linked to the Practice Guidance for the Early Years Foundation Stage. As a result, children are supported well and make good progress in their learning and development. The quality of

teaching is good as the childminder uses intonation, visual clues and facial gestures to convey meaning and support the children's interest and learning.

Children are confident communicators and enjoy sharing books and stories with each other and the childminder. She encourages them to use the pictures as clues to the storyline and join in repeated refrains. This they do with growing assurance and enthusiasm. Children also explore number language and sequencing as they count out dried pasta shapes then thread them in repeating patterns to make necklaces. They enjoy using their senses as they explore paint, dipping their fingers in then pushing the whole of their hand deep into the paint before using their imagination to create bright blue or red hand prints and finger patterns on white trays. Very young children count securely to five and are beginning to count beyond this with the sensitive support of the childminder. Children move around freely and safely, carefully avoiding each other and obstacles, such as furniture or toys. They are able to stop when needed and follow simple instruction, such as washing their hands or helping to tidy up. Children enjoy the texture of play dough, manipulating it to create three-dimensional shapes, which they proudly show to each other and the childminder. Children make good progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

Children demonstrate a willingness to keep themselves and others safe through their good behaviour. They help to tidy up when they have finished playing, reducing the risk of tripping hazards. Children use single-handed tools, such as paintbrushes and knives and forks at meal times, safely and with increasing control and coordination. They practise fire evacuation drills with the childminder and know what to do in the event of an emergency. When out and about they learn about the importance of road safety and stranger danger. Good quality interaction and well-organised routines help very young children to become secure and confident in the childminder's setting. Children show good awareness about what constitutes a healthy lifestyle. They adopt good personal hygiene routines, such as using their own hand towels to dry their hands, limiting the spread of infection, and they understand the importance of healthy eating. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Very young children appear content and settled because their health, physical and dietary requirements are well met.

## 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

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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