

## Inspection report for early years provision

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<b>Unique reference number</b>	EY415437
<b>Inspection date</b>	16/11/2011
<b>Inspector</b>	Jo Rowley
<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 registered in 2011. She lives with her husband and three children aged three, seven and 10 years old in Billericay, Essex close to shops, parks, schools and public transport links. The whole of the downstairs of the childminder's house and two bedrooms, on the first level are used for childminding. Children have access to a fully enclosed garden for outside play and the family has a hamster. The childminder is able to support children with special educational needs and/or disabilities and children with English as an additional language.

The childminder provides care on each weekday during term time and school holidays. She is registered on the Early Years Register to care for a maximum of two children in the early years age range and is currently minding two children in this age group. She also offers care to children aged over five years and this provision is registered on the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and friendly environment and takes suitable steps to promote children's welfare through established daily routines. She has a sound understanding of safeguarding procedures and is meeting the needs of the children in the Early Years Foundation Stage age group. The childminder promotes an inclusive environment in which all children feel welcomed and are making some progress towards the early learning goals. Positive links with parents and other settings, delivering the Early Years Foundation Stage, help to build valuable relationships and promote consistency of care. The childminder is able to demonstrate some awareness of her strengths and areas for improvement, although, self-evaluation is limited.

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

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

- develop the systematic use of observations and assessments to plan the next steps in a child's developmental progress, regularly review this approach and ensure that the areas of learning are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities (Early Learning Goals).
- 17/01/2012

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

- develop a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development, in order to maintain continuous improvement.

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

The childminder has an effective understanding of safeguarding procedures, in order to protect the children in her care. For example, she has written a safeguarding children policy, which includes the procedures to be followed in the event of child being lost or uncollected. She has completed additional training to further develop her knowledge and understanding of this area and this enables her to promote children's safety further. Parents are consistently informed and updated of policies and procedures, including any reviews or changes to these. Children are further safeguarded by the completion of a regular risk assessment inside the home, which includes a daily check of the areas and resources used by children. Further risk assessments are completed for all outings that children take part in and they learn about keeping themselves safe and road safety when they are out walking in the community. Children are further safeguarded, as they take part in the emergency evacuation drill.

The childminder has a suitable knowledge and understanding of the Early Years Foundation Stage and through the friendly relationships she has developed with parents she encourages them to share what they know about their children, with daily contact being fully encouraged in a 'communication book'. For example, the childminder records information about the children's time with her and parents are encouraged to comment. The childminder has built suitable links with local agencies, such as the local pre-school. She demonstrates an awareness for developing this area of her work to promote consistency and continuity of care.

All children are equally welcomed into the childminder's setting regardless of their background and the written equal opportunities policy is shared with parents to ensure that no child is discriminated against. Resources are age and stage appropriate for the children attending and they are in suitable condition. The children have access to some resources, which are stored at floor level, promoting independence and these are rotated to offer children different choices. Although, the childminder discusses the setting with parents verbally, her procedures for self-evaluation are limited. For example, strengths and areas for improvement are not effectively monitored, in order to improve outcomes for children.

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

Children are settled and enjoy their time with the childminder. They make sound progress in their learning because their needs are supported. Everyday opportunities are used to develop children's learning. For example, as children prepare for snack time, they talk about the importance of safety and how sitting on chairs properly will avoid a fall, as well as discussion about the healthy fruits

they are about to eat. However, children's developmental progress is not easy to see because the childminder is not yet carrying out, regular observations of children in the early years age group. The planning of activities is limited and because observations are not carried out children's next steps are not incorporated into planning to ensure that activities are effectively tailored to the learning and development of individual children.

Children's behaviour shows that they feel safe, as they happily play alone, together or with the childminder. Their independence is generally promoted as most children make choices about their play and create their own games and ideas. For example, as children play with the 'little people' characters, they make up their own game, which includes a 'poorly' person and a child being fed in a high chair, also promoting their imaginations. Throughout their time with the childminder, the children are fully supported and encouraged. For example, as the childminder and a child play a game about making a shopping list, she uses opportunities to extend their learning with questions, such as what colour are the bananas? How many items are in your trolley? Which of these items are fruit? This encourages the child's thinking skills, as well as promoting communication, language and literacy skills.

Children's physical development is developed through a range of opportunities. For example, when visiting the local library for music time, walking to and from school and when using the trampoline in the garden. Children have regular and independent opportunities to access books, as these are stored at their height and they enjoy looking at these together with their friends or cuddling up for a story with the childminder. Children have opportunities to learn about the wider society by spending regular time in the community, reading books or enjoying art and craft activities. Children are taking part in some Christmas activities where they will be creating things to take home for their parents, whilst learning about the festival. Children have opportunities to develop their information and communication technology skills, as they have regular access to a laptop. They use the keyboard and mouse independently, though the childminder is there supporting and encouraging them.

Children's self-esteem is promoted, as they are praised consistently by the childminder. For example, as children demonstrate how they can thread with laces the childminder praises their efforts. Children learn about healthy lifestyles, as the childminder offers freshly prepared and nutritionally balanced snacks. During eating times, the childminder sits with the children and uses the opportunity to develop their social skills, such as good manners, which the childminder promotes through praise and setting appropriate examples.

## 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	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
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	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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:	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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