

## Inspection report for early years provision

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<b>Unique reference number</b>	506231
<b>Inspection date</b>	07/10/2011
<b>Inspector</b>	Jenny Howell
<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 has been registered since 1989. She lives with her husband in Billericay, Essex. She sometimes works with an assistant and also her daughter, who is a registered childminder. The whole of the childminder's home, with the exception of the fifth first-floor bedroom, is used for childminding. There is a fully enclosed garden for outside play. The childminder walks to a local school and pre-school to take and collect children.

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 up to six children under eight years at any one time, increasing to 11 when working with her co-minder. She is currently caring for two children in the early years age range, four children aged between five and eight and five children over the age of eight.

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 satisfactory.

Children are cared for in a safe and secure environment. The organisation of the childminder's home ensures that young children's needs and interests are met. This supports children in becoming engaged in play and learning in order to make good progress. The childminder works well with parents in order to identify and meet children's varying needs. A system of self-evaluation has been introduced to reflect upon what the childminder does well.

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

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

- make use of sensitive observational assessment in order to plan and provide experiences which are appropriate to each child's stage of development
- provide further opportunities for parents to review their children's progress regularly and to contribute to their child's learning and development record
- introduce children to a range of cultures and religions using a variety of resources and activities
- improve the system of self-evaluation in order to identify strengths and priorities for development that will improve the quality of the provision.

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

Appropriate steps are taken to monitor and assess safety, including detailed risk assessments of the premises. Safety equipment, such as a stair gate and first aid

kit, is in place. The childminder is effective in safeguarding children. All relevant documents are in place and are successfully implemented in order to support the childminder in keeping children safe. The childminder has a good understanding of child protection procedures and has kept this up to date through additional training. Current training in first aid is in place, allowing the childminder to act quickly in the event of an accident or emergency.

The childminder has introduced a system of self-evaluation. This effectively supports her in reflecting upon what she is doing well, although it is not yet used to identify areas for development in order to support continuous improvement. The childminder has taken action to address the recommendation raised at her last inspection, bringing about improvements to documentation in order to better promote children's safety.

The childminder provides children with a clean and welcoming environment. She makes good use of the available space to provide children with different areas in which to play, and provides frequent access to the garden. The childminder manages and stores resources so that children can see what is available and can access many toys independently. The childminder also makes good use of the local environment, such as nearby parks, toddler groups, and the farm, to support learning. As a result, she is able to support children in making good progress towards the early learning goals.

All children are cared for in line with their individual needs. In order to achieve this the childminder works well with parents and with other professionals, such as specialist nurses. All relevant parental permissions are obtained, ensuring that the childminder can care for children in line with parents' wishes. Parents are free to view children's records at any time they wish, however, they are not yet invited to contribute their comments or suggestions to development records. Parents receive regular updates about what children have been doing through photograph albums which children have compiled with the childminder. The childminder has established links with other providers of the Early Years Foundation Stage, such as school teachers. This allows her to ensure an exchange of relevant information when children attend other settings in order to meet children's needs.

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

The childminder is effective in supporting learning and development. She provides a good range of stimulating and age-appropriate toys and resources, some of which children are able to access independently. Effective use of praise and encouragement helps children to enjoy learning and feel secure to have a go at new things. The childminder keeps a log of each child's learning journey. This includes observations of what children can do and have done, illustrated with photographs. The childminder has an awareness of what children need to do next in order to make progress in some areas of learning. However, information from observation and assessment is not yet used effectively in order to plan and provide learning opportunities for individual children.

Children are fully engaged in play. They are supported in choosing the activities which are of interest to them, and older children are involved in planning future activities. Good use of resources, such as board games and puzzles, supports children in enjoying learning and playing together. Resources and activities cover all areas of learning. For example, children learn about the natural world as they plant beans, grow sunflowers and feed the ducks at the nearby pond. They express their imagination through a wide range of craft and musical activities, including attending a local music group and playing the childminder's drum kit. Children develop a love of books as they visit the local library and enjoy hearing stories. Counting and recognising numbers is a part of the daily routine, with children counting as they walk to school.

Children have good opportunities to develop skills for the future. They have access to a range of information and communication technology equipment, including a computer. They play with calculators, during shop role play, providing them with opportunities to practice using technology in a real-life context. Children have good opportunities to develop collaborative skills. For example, they turn cardboard boxes into a castle or set out a train track together. This supports them in listening to the ideas of others and in working together in order to solve problems. Children develop their confidence in communicating with others, especially during meal times, which are a social occasion.

Children understand and follow the house rules which are in place. They learn how to keep themselves safe when walking around the local area, for example, holding hands when crossing the road and how to use safe crossing places. Children also practise emergency evacuations on a regular basis. Children feel safe and secure with the childminder, turning to her for help or comfort when needed and settling to sleep quickly. Children behave well and show respect towards each other. They enjoy each other's company with, for example, older children reading to young children. Children contribute to the setting as they help to tidy up or to set the table and all enjoy seeing their work and photographs on display around the dining room. Children have limited opportunities to learn about world cultures and religions, and as a result are not yet fully supported in learning an acceptance and understanding of difference and diversity.

Children are able to develop independence in their self-care routines. They can access the downstairs toilet freely, with help provided when needed. Children learn when to wash their hands and the reasons for this. They have very good opportunities to exercise, walking around the local area on a daily basis and frequently visiting local parks. Regular access to the garden provides them with further opportunities to develop physical skills, with access to a range of play equipment including a climbing frame, sit-and-ride cars, and ball games. Children enjoy a range of healthy and nutritious snacks and meals, which they have helped to choose. These are home-made by the childminder, who also supports parents who wish to send food from home. Children are provided with fresh fruit and vegetables daily and have frequent access to drinks.

## 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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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