

## Inspection report for early years provision

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<b>Unique reference number</b>	EY429128
<b>Inspection date</b>	29/11/2011
<b>Inspector</b>	Ann Cozzi

<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 2011. He lives with his wife and two children aged eight and five years in Loughton, Essex. The ground and first floor of the premises are used for childminding purposes. There is a fully enclosed garden available for outside play. The family have two dogs and a cat.

The childminder is registered to care for a maximum of six children at any one time, of whom three may be in the early years age group. When working with either his wife, who is also a registered childminder, or an assistant, they may care for a maximum of eleven children at any one time, of whom six may be in the early years age range. He is currently minding three children in the early years age group. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder receives support from the local authority and is a member of the National Childminding Association.

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

Overall the quality of the provision is satisfactory.

The childminder demonstrates a satisfactory knowledge of each child's needs which ensures that their welfare and learning is adequately promoted. Children are safe and secure and enjoy learning about the world around them. Partnerships with parents are satisfactory, although there is a weakness in sharing information about children's learning. Partnerships with others are satisfactory. Children's progress is sound given their age, abilities and starting points. Self-evaluation is undertaken, identifying some strengths and areas for future development and improving outcomes for children.

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

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

- reappraise activities to which children are being exposed and make necessary adjustments to secure their safety at all times; this is with particular regard to risk assessments relating to use of the trampoline
- improve the use of observation and assessment to support the planning and provision of enjoyable and challenging learning and development experiences that are appropriate to each child's stage of development as they progress towards the early learning goals
- develop further partnership working with parents, sharing information and involving them in their child's continuous learning and development.

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

The childminder demonstrates a clear understanding of his responsibility with regard to safeguarding children. This is supported by written safeguarding policies which are in line with requirements and reviewed. The childminder ensures that he minimises potential dangers in his home by the use of written risk assessments. This, along with gentle reminders, helps to support children to learn about how to keep themselves safe, although there is a minor weakness with regard to the risk assessment linked to young children's use of the large trampoline. All other required documentation is in place and well maintained. The childminder and his co-minder both have a relevant paediatric first aid qualification. This means that should there be an emergency they are able to provide appropriate care to children.

Children behave well and are supported to develop social skills by the childminder. Resources and the environment are organised to encourage children's independence, although the planning in this setting is attributed to the co-minder. There is no bias in practice in relation to gender, race or disability. The childminder takes steps to ensure resources and the environment are sustainable, for example, he grows produce which is then eaten at meal times by the children attending.

The childminder has a sound relationship with parents, which is supported by the use of a daily diary. This provides information about their child's care and how they have spent their time in the setting. However, there is a weakness in sharing information about his key children's learning. As a result, parents are not fully supported to play an active role in their child's early education. The childminder demonstrates a sound understanding of the importance of partnership working to promote continuity of learning. Parents report they are impressed with how quickly their child settled, their child has told them they feel safe in the care of the childminder and that communication has been good so far.

Self-evaluation systems are in place which help the childminder to begin to identify strengths and weaknesses in his provision. This assists him to focus on improving outcomes for children.

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

Children are happy and confident in the care of the childminder and his co-minder. They are adequately supported by the childminder to make sound progress towards the early learning goals. The childminder demonstrates an adequate understanding of the need to observe and assess children to inform planning. However, the co-minder in this setting currently takes responsibility for all observation, assessment and planning for children's learning. This does not take account of how children's individual learning needs are met when the co-minder is unable to undertake this function.

Children enjoy sitting with the childminder to look at books and demonstrate that they use these as a source of information and learning. For example, as they look at pictures with sustained interest, listening to the childminder describe what is on each page. Their participation is actively encouraged and they begin to touch the book, feeling a range of different textures. They show increasing control as they hold the book and work out how to turn each page competently. Very young children are able use a range of sounds and gestures to clearly communicate their needs, for example, when they are asked if they would like a snack. They are able to respond to simple requests, demonstrating that they are able to grasp meaning from context. Young children have fun repeatedly putting things in and then taking them out of containers. They demonstrate independence skills helping themselves to resources as they move around the setting exploring and investigating their environment. They show an interest in information and communication technology, for example, playing with battery operated toys, showing their delight when they press a button and the lights flash and music plays.

Children are supported very well by the childminder as they begin to develop their understanding of how to keep themselves and others safe, for example, practising fire evacuation. Their good health is promoted through the provision of regular outdoor play in the fresh air and established hygiene procedures. The childminder prepares a balanced range of meals and snacks. Children are encouraged to learn about healthy foods while helping the childminder care for fresh produce grown in the garden. Children have easy access to drinking water, which ensures that they remain hydrated.

## 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

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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	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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met