

## Inspection report for early years provision

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<b>Unique reference number</b>	154940
<b>Inspection date</b>	29/02/2012
<b>Inspector</b>	Janice Weller
<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 2001. She lives with her husband and their two children aged 15 and 19 years in Shoeburyness, Essex. The whole of the house is used for childminding. There is a secured garden for outside play.

The childminder is registered on the Early Year Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time and is currently minding six children in the early years age range, all of whom attend on a part-time basis.

The childminder walks or drives to local schools to take and collect children. The family has a pet cat. 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 where they can enjoy playing and learning. Relevant information is collected from parents to ensure that children's individual needs are met. Good relationships are developed with other professionals in order to fully support all children. The childminder shares all relevant information with parents on a daily basis. Although self-evaluation is in the early stages, the childminder shows some commitment to developing practice to improve outcomes for children.

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

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

- provide further activities, books, images, and resources that show a range of language, dress, customs and cultures
- improve the use of observations to plan the next steps in children's development progress and regularly review this approach.

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

Good procedures are in place in order to safeguard children. All policies, documents and records are in place and are successfully implemented in order to support the childminder's practice. All areas of the home are checked on a regular basis in order to ensure there are no hazards to children. Risk assessments are carried out for each type of outing children go on, ensuring that they are safe at all times. Safety equipment, such as stair gates and smoke detectors are in place to further promote children's safety. The childminder understands child protection procedures and has relevant contact numbers on file. Current training in first aid is

in place, allowing the childminder to act quickly in the event of an accident or emergency.

Children benefit from the effective relationship that the childminder has developed with parents. Useful information is exchanged at the start of the placement to ensure that the childminder is aware of parents' wishes, children's individual needs and capabilities. The childminder keeps them fully informed about their child's well-being and what they have been doing through discussion and comment books. Parents have the opportunity to share their views and make suggestions through completing the home to provision comment book. The childminder has established links with other provider's for children who attend more than one setting. This encourages children's learning and development. Parents have also completed questionnaires on the quality of her provision and have commented on how happy they are with the care of their children. The childminder shows a suitable attitude towards developing her practice. Although she has attended all the mandatory training and has a realistic views of her strengths, she has not yet evaluated all aspects of her current practice to widen the areas of development and maximise improvement.

The childminder presents a range of toys for the children each day from the larger selection stored in her garage and shed. Children are able to choose freely from this selection as they are presented at their height for easy self-selection. The childminder follows the children, offering them alternative resources if they become restless or lose interest in what they are playing with. The childminder acknowledges the differing needs of the children in her care. She provides some toys and resources which reflect our multi-cultural society. However, at present children do not have opportunities to extend their knowledge of differing cultures and beliefs through appropriate activities and celebrations. The childminder talks with parents on a daily basis. This helps to ensure that she is aware of children's individual and changing needs, and that parents are kept well informed. Good relationships are developed with other professionals when children also attend nursery and school. This allows the childminder to adopt a consistent approach to caring for children and managing behaviour.

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

Children's health and welfare is given careful consideration. They are well nourished and offered plenty of drinks so they do not become thirsty. Nappy changing is sensitively and hygienically undertaken. Children learn 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 practice emergency evacuation on a regular basis. Children feel safe and secure with the childminder, turning to her for help or comfort when needed. Children behave well and show respect towards each other. They enjoy each other's company, for example, older children read to younger children. There is a suitable range of toys and resources that reflect difference in the local community.

Children make steady progress because the childminder demonstrates a suitable understanding of the learning and development requirements of the Early Years Foundation Stage Framework. The children are encouraged to develop their problem solving skills for example sorting out shapes to put into the shape sorter and playing with the puzzles. Children have the opportunity to discuss and choose the colours of pencils and crayons whilst colouring. The children's mark making is evident on their work as they develop their writing skills. The children confidently talk about their experiences, including their photo book which extends the children's literacy and language skills. The childminder promotes children's knowledge and understanding of the world through a variety of activities, such as 'making cakes', using play dough and play with small world figures.

The childminder records children's achievements and makes sensitive observations supported by photographs in their individual development books. The childminder discusses children's individual needs with parents from the outset to ensure that activities are tailored to each child's interest and abilities. However, children may not achieve as much as they can, as the childminder has not yet developed systems to use her observations to plan the next steps in children's developmental progress.

## 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	2

### 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	2
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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