

## Inspection report for early years provision

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<b>Unique reference number</b>	EY433690
<b>Inspection date</b>	13/04/2012
<b>Inspector</b>	Patricia Champion

<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 was registered in 2011. She lives with her husband and child aged one year. They live in a house in a residential area in Brentwood, Essex. All areas of the childminder's house are registered for childminding. Access is via one low step into the front door. There is a fully enclosed garden available for outside play. The childminder works occasionally with an assistant. The family has a dog and keep fish in an aquarium.

The childminder is registered to care for a maximum of four children at any one time, of whom no more than two may be in the early years age range when she is working alone. There are currently two children attending who are within the early years age range, both of whom attend on a part-time basis. The childminder also offers care to children aged over five years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local carer and toddler group on a regular basis and she 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 ensures that children are cared for in a warm and welcoming family home. She works very positively in partnership with parents to meet children's individual needs. Although assessment records are in the early stages of development, the childminder provides a varied range of activities that help children make suitable progress in their learning. Most of the essential procedures and documentation are in place; however, there are weaknesses in relation to conducting risk assessments. The childminder thoughtfully reflects on the service she provides and is enthusiastic about making further improvements.

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

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

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 27/04/2012

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

- provide a wider range of natural and sensory materials to enable children to explore using their senses and also include resources from a variety of cultures to stimulate new ideas and different ways of thinking
- develop a more systematic approach to using observations to identify

children's next steps in learning and with clear links to the Early Years Foundation Stage

- encourage parents to contribute to the children's development records as part of the ongoing observation and assessment process.

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

Children's welfare is safeguarded appropriately by the childminder who has sound systems in place to promote their safety and well-being. All adult members of the household have had the necessary background checks through the Criminal Records Bureau. There are suitable policies and procedures to protect children and the childminder knows the steps to take if she has concerns about a child's welfare. The childminder holds a current first aid certificate so can deal with any minor injuries and keeps information about childhood illnesses and the appropriate exclusion periods. Relevant systems are in place to record any accidents or when medication is administered. The childminder carries out risk assessments for her premises and garden and undertakes a daily visual check of her home to ensure that children are safe. Effective use is made of safety gates to prevent children accessing potential hazards and smoke alarms are regularly tested. However, children may not always be fully protected as robust risk assessments are not yet carried out for each type of outing. This is a breach in the welfare requirements.

Children benefit from the very friendly relationships the childminder establishes with their parents. Written information such as the childminders policies and procedures are shared. There are clear contacts in place and parents sign the relevant consent agreements. Either a written daily diary or verbal feedback is used to keep parents informed about their child's day. Parents are given the opportunity to make comments about the care provided and express that they particularly value the opportunities their children have to socialise with other children and experience new things. There are suitable partnerships formed with other early years professionals. The childminder meets with other childminders to share ideas and has formed links with the local children's centres. She is aware of the importance of establishing good communication with other early years settings to promote continuity when there is shared care.

The childminder plans relevant routines and enjoyable learning experiences tailored to meet the individual needs of the children. She has an equal opportunities policy that ensures each child is treated equally and fairly and they are encouraged to accept and respect others. However, the childminder has a limited range of play resources that reflect diversity to encourage children to develop their knowledge of the wider world. The childminder is increasingly reflecting on her practice and has attended the essential training courses. She is using self-evaluation to identify her strengths and is developing ideas to ensure that continuous improvements are made.

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

Children are very happy and feel comfortable and secure as they have close relationships with the childminder and her family. Interaction is sensitive and promotes children's language and vocabulary. Children receive lots of praise and encouragement and demonstrate that they feel safe by readily approaching the childminder for a cuddle. They behave well and they are learning to share and take turns. In addition, children are encouraged to behave positively through positive reinforcement of good behaviour and clear guidelines as to expectations and boundaries within the household.

Children make steady progress because the childminder demonstrates a suitable understanding of the learning and development requirements of the Early Years Foundation Stage. Toys, play materials and child friendly furniture are accessible so that children can confidently make choices and make decisions in their learning. The childminder rotates toys and resources to maintain children's interest and plans experiences broadly linked to all areas of learning, such as cooking and gardening. She is keen to start developing her range of resources to provide more sensory and natural materials so that children can explore with all their senses. The childminder has started compiling individual development books for each child with photographs and annotated observations. However, she has not yet organised a systematic approach to using her observations to plan the next steps in children's development to enable them to achieve as much as they can. Also parents are not yet fully involved in contributing to the development records as part of the ongoing observation and assessment process.

Children's welfare and safety is given careful consideration. Children are welcomed into very clean and well-kept premises, where they have sufficient space to play. They have healthy appetites and enjoy nutritious meals and snacks and are offered plenty of drinks, promoting their health and well-being. Young children develop independence skills as they learn to feed themselves. Children play in the garden and take part in physical activities at toddler groups as part of a healthy lifestyle. They are active or restful through choice and the childminder notices when they become tired. Nappy changing is sensitively and hygienically undertaken. Each child has a named box where their individual requirements are stored. Overall, children feel safe in the setting because the childminder offers warmth and security, along with consistent and familiar routines.

## 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	3
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	3
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