

## Inspection report for early years provision

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<b>Unique reference number</b>	EY355520
<b>Inspection date</b>	19/04/2012
<b>Inspector</b>	Lynn Hughes
<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 2007. She lives with her husband and two children aged five years and eight months old in Braintree, Essex. The whole of the property is used for childminding. There is an enclosed garden available for outside play. The childminder takes and collects children from local schools. The family has two cats.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom, no more than two may be in the early years age range and of whom, one may be under one year. 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. She is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

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

Overall the quality of the provision is satisfactory.

The childminder delivers all aspects of the Early Years Foundation Stage to a satisfactory standard. She demonstrates a suitable knowledge of the children in her care and has a close working relationship with parents. However, at present her system for working in partnership with parents and others does not effectively enable them to participate in identifying children's next steps in learning. Risk assessments are completed; however, they are not sufficiently detailed to ensure that all risks are identified and minimised. The childminder provides children with some resources and equipment which reflects the wider community. Systems for reviewing and evaluating the provision are in their infancy.

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

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

- provide further opportunities for freely chosen or child-initiated activities delivered through outdoor play
- ensure self-evaluation clearly identifies specific areas for future improvements in practice and the impact on outcomes for children
- extend opportunities for parents and others across different settings to share what they know about the child and become involved in identifying the next steps in their learning and development
- promote positive attitudes to diversity through activities that encourage children to talk about similarities and difference and the reasons for those; and to help children learn to value aspects of their own and other people's lives
- review the risk assessment to ensure that it covers anything with which a

child may come into contact to ensure children's safety and well-being.

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

Procedures for safeguarding children are satisfactory. The childminder has recently updated her safeguarding knowledge through an appropriate training course and feels confident about her responsibilities with regards to protecting children. The childminder understands that all adults having regular contact with minded children must be vetted. The childminder's home is generally safe and secure; however, during the winter months the family's tumble dryer is positioned in an external doorway, blocking a potential emergency evacuation point.

The childminder has recently returned to minding at the beginning of this year. She recognises that some of her systems and procedures need to be reviewed following this inspection and plans to further develop her self-evaluation procedures in order to achieve this. She intends to seek additional training and wants to develop her childcare knowledge and expertise.

Children access a range of toys and play materials, which the childminder presents at their height. They are encouraged to ask for additional resources. They enjoy the interaction they receive from the childminder. She sits with them on the floor, talks to them and extends their vocabulary by listening to their comments and asking appropriate questions to develop their thinking. Children have some free choice over whether they play indoors or outdoors; however, this is less readily available during the winter months. Some resources and play materials reflect the wider community. However, at present children's knowledge of other people's cultures and religions is not further extended through appropriate activities and celebrations.

Parents are provided with information about the childminder's service through her documentation and through verbal discussions. They are informed about their children's day through daily verbal communication and through daily diaries, which the childminder completes. Parents are encouraged to view their children's learning journeys; however, at present there are limited systems in place to enable the childminder to work effectively with parents and other early years settings to identify children's next steps in learning.

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

A range of planned and freely chosen play experiences enable children to enjoy their time with the childminder. They regularly attend toddler groups, which enhances children's social skills and language development. Children participate in messy play activities, which enables them to explore a wider range of materials and textures. They enjoy being creative and expressing themselves through role play and have fun taking their 'babies' for walks in the buggies around the

childminder's home. The childminder has systems in place to enable her to observe and record children's progress and achievements. She uses her observations to plan appropriate activities to enable them to make suitable levels of progress in all six areas of learning.

Children learn about keeping healthy and well through the childminder's clear directions. They talk about foods that are good for them and those which are not. The childminder encourages children to enjoy a healthy diet and provides them with fresh fruit and vegetables at snack time. Main meals comprise of home-cooked food, which the childminder gives careful consideration to. Children are reminded to wash their hands at appropriate times and the childminder acts as a good role model, washing her hands before touching food and after she has attended to their personal care. Children participate in physical play activities indoors and outdoors. They regularly visit local parks and playgrounds or indoor play centres. Children play in a generally safe environment and behave in ways, which show that they feel safe. They are developing their understanding of how to keep themselves safe as the childminder reminds them about the importance of crossing roads safely.

Children are settled and comfortable in the childminder's care. They play contentedly on their own, as well as interacting with the childminder and her child. Their self-esteem and confidence is promoted by the childminder who praises them. When caring for new children, the childminder spends time getting to know them. She discusses their individual needs with parents and endeavours to meet them. The range of activities and equipment available to children enables them to develop skills for the future.

## 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	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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