

## Inspection report for early years provision

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**Unique reference number** EY435431  
**Inspection date** 14/06/2012  
**Inspector** Tina Mason

**Type of setting** 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 one child aged 21 months in Grays, Essex. The whole of the property is used for childminding purposes. Accessibility to the premises is via a small step to the front door. There is a fully enclosed garden available for outside play. The childminder is able to take and collect children from local schools and pre-schools.

The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently four children attending on a part-time basis who are within this age group. 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 childminder is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, relaxed and enjoy a positive relationship with the childminder and her family. Children are making good progress in their learning and development. The childminder provides enjoyable learning experiences and meets children's welfare needs well. Systems for monitoring children's progress and sharing information are mostly effective. The childminder has a good awareness of equality and strives to make her provision inclusive. The childminder is ambitious and motivated to drive improvement through self-evaluation to ensure positive outcomes for children.

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

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

- develop further the systems for using children's next step in their learning to inform future planning as they progress towards the early learning goals.

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

Good care is taken to safeguard children. The childminder has a clear and confident understanding of her role in safeguarding children, which is supported by a well presented policy reflecting the Local Safeguarding Children Board procedures of her local authority. All adult members in the household have Criminal Records Bureau clearance and systems are in place to ensure children are cared for by suitable and experienced adults. A robust visitor's procedure is in place which further enhances the children's safety. The childminder ensures

children remain safe on the premises and during outings by carrying out detailed risk assessments on a regular basis. A wide selection of clearly written policies and procedures are made readily available and understood by the parents, which ensures the setting operates smoothly. This includes a complaints procedure in order that parents are well informed about what to do if they had any concerns about the childminder's care. The documentation relating to children's health and well-being is also well maintained and stored securely to ensure confidentiality.

Children have access to a good range of toys and equipment, including several that reflect diversity and positive images. Resources are in good condition and well displayed. Children are encouraged to self-select, promoting their independence as they play. Children gain an understanding of the wider world by celebrating various festivals, learning about differences and finding out about their local area. The childminder knows children's backgrounds and individual needs well. She has a good commitment to working with other settings and professionals. The childminder is not currently caring for children with special educational needs and/or disabilities although is confident in her ability to care for children with a range of abilities. The childminder has a positive relationship with parents. When children first start the childminder and parents complete a baseline assessment where they share information about what the children can do, to help establish their starting points. Ongoing daily discussion and daily diaries provide parents with information about routines and activities. This two-way sharing of information ensures good continuity of care and helps to meet children's individual needs.

The childminder has a clear commitment to her personal and professional development and is keen to update her knowledge and skills. She has developed an effective network of support with other local childminder's. This includes sharing information and attending a local childminder group. She uses self-evaluation to identify her plans for the future and demonstrates a good commitment to maintaining continuous improvement.

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

Children happily explore their environment and receive lots of encouragement from the childminder who promotes their welfare, learning and development well. She has a good understanding of how children learn and uses her skills to provide interesting and challenging activities. Written observations are clear and informative about children's achievements. However, systems to support the childminder in consistently planning the next steps in an individual child's progress are not yet fully embedded into her practice. Children's independence is fostered well as they make choices about their play from the easily accessible resources. Children are introduced to number through puzzles and taking part in number rhymes. Basic mathematical concepts are introduced through practical and meaningful activities. For example, children enjoy filling and emptying containers when playing with the sand, water and when digging in the dirt. There is a good supply of books and the childminder also makes use of the local library. Children's communication and language is developed well as the childminder encourages and supports children's responses to picture books and stories she reads to them. In

addition, she uses different voices to tell stories, capturing children's interest, whilst encouraging young children to join in wherever possible.

Children take part in physical activities and show good control of their bodies as they carefully negotiate crawling through tunnels, kicking the balls, playing catch with balloons and playing parachute games in the childminder's garden. Young children and babies complete simple jigsaws and explore a variety of shape sorting resources and activity centres, promoting their problem solving and reasoning skills. Children enjoy taking part in art and craft activities and are able to use their imaginations whilst being creative, painting patterns and using their hands to make hand print patterns. Children show their developing understanding of everyday technology and how things work whilst using the role play equipment and playing with toy phones and vacuum cleaners.

Children's knowledge and understanding of the world is well fostered. Regular outdoor learning takes place. For example, the children enjoy attending a wide variety of outings where they meet people and explore their local area. Visits to wildlife areas, parks and the local beach build on children's curiosity in nature, animals and wildlife. On these outings children learn about danger and staying safe, for example how to cross the road safely and walk together. The childminder risk assesses these activities and only visits venues that are safe and suitable; she also carries with her essential supplies and details of the children. Children also learn about staying safe indoors, for example by regularly practising the fire drill.

Children are settled, engaged in the activities on offer and behave well. They are able to cooperate within their play and select where to play and what to do, developing their social and independence skills. Children also develop good social skills during visits to various groups and outings in the community. Children are confident and communicate their needs clearly. They become aware of the diverse world in which they live through toys, resources and activities provided which reflect different cultures. Children's healthy growth and development is successfully supported, and the childminder works well with parents to ensure children have a good range of healthy foods and snacks provided to support their healthy development.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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

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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	2
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

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