

Inspection report for early years provision

Unique reference number	EY366495
Inspection date	06/07/2009
Inspector	S Campbell

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.

Description of the childminding

The childminder was registered in 2008. She lives with her partner and daughter aged three in a residential area of Romford, Essex in the London borough of Redbridge. The whole ground floor and first floor bedrooms are used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children at any one time. The childminder is registered on both the Early Years Register and the compulsory part of the Childcare Register. She works with another childminder on the premises and when working together they are registered to care for a maximum of 10 children. The childminders are currently caring for eight children in the early years age range. The childminder also provides care for children in the later years age range.

The childminder drives to local schools to take and collect children. The family have no pets. The family have no pets and the childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The children are cared for in a family-like environment and their individual care needs are very clearly identified and met, which supports them to develop positive self-esteem. Through regular self-evaluation in partnership with her co-minder the childminder is able to identify areas for improvement and promote the outcomes for all children in her care. The childminder is committed to further developing her service through the support of the local authority and training. The childminder gathers required information from parents to ensure children's welfare needs are met and she seeks required information from external agencies to ensure children's learning is effectively supported.

What steps need to be taken to improve provision further?

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

- further develop procedures to ensure parents contribute to children's initial and ongoing assessments
- further develop procedures to ensure consistent sensitive observational assessments are carried out in order to plan to meet young children's individual needs

The leadership and management of the early years provision

The childminder has a professional approach to childminding and since registration has attended a number of courses to further develop her current practices and

knowledge. The childminder has implemented a number of policies and they are fully shared with parents to ensure they are aware of her duties and responsibilities, for example safeguarding, complaints and behaviour management. At the point of enrolment parents are given an attractive and informative 'handbook'. There are effective processes in place for self-evaluation and as a result the childminder is working towards further partnership working by implementing a children and parent questionnaire.

The childminder ensures relevant documentation and information is clearly displayed for parents to see, for example, the menu, the Early Years Foundation Stage principles and the general routine of the day.

The children are cared for in a safe environment because there are good safety measures in place. The children's safety is further promoted because daily and in-depth risk assessments are carried out. The childminder has developed good relationships with parents and the implementation of the two-way communication books promotes continuity of all children's care needs, which promotes an inclusive environment. The childminder has a good understanding of safeguarding issues, which promotes children's welfare.

The quality and standards of the early years provision

The childminder has a good understanding of all children's individual needs and as a result they are making good progress in all areas of their learning and development. The childminder has a good understanding of the Early Years Foundation Stage framework. She supports children well and she encourages the children to make positive relationships with herself and their peers. The childminder has begun to make links with external agencies to ensure children's learning and development is supported within the setting. The childminder effectively maintains a two-way communication book with both children's parents and pre-school setting to ensure children's care, learning and development is consistent. The childminder has implemented a learning journey and she is fully aware of how she is moving children on in their next stage of development. The children's next steps are clearly documented in the developmental records. However, the systems for recording children's progress are in the infancy stage and observations are not always systematically carried out to ensure children are effectively making progress towards the early learning goals.

The children regularly take part in both planned topics and child-led activities to support their learning, for example healthy eating. The childminder talks to children and reinforces the importance of healthy food options by encouraging children make 'eat well plates'. Children's learning is further promoted by making fruit kebabs, fruit traffic lights and listening to stories such as 'We Are What We Eat'. The children are beginning to develop a good understanding of life cycles as they engage in growing activities, for example growing sun flowers, sweet peppers and beetroot. The childminder effectively ensures children's learning is extended within the home by extending the road safety topic within the setting. This ensures children's learning is consistent and purposeful.

The childminder has implemented a scrap book containing observations, children's artwork and photos. Some information is obtained about children's starting points. However, systems have yet to be fully developed to ensure parents are able to contribute to children's initial and ongoing assessments to enable the childminder to effectively build on what children already know.

The childminder effectively promotes and encourages children's independence through practical activities, such as mealtimes. The childminder attractively prepares children's snacks and lunches allowing mealtimes to be a social occasion and where children are able to make informed decisions about what they would like to eat. The childminder has a good understanding of all children's likes, dislikes and individual needs. Overall, the children are making good progress in all areas of their development.

The children have access to a varied range of good quality resources. They are absorbed in the toys on offer and are developing a good understanding of turn taking and sharing. They are beginning to show kindness and consideration for others as they call upon their peers to play shops with them. The children love taking part in role play activities to further promote their imaginative skills and when taking part in nursery rhyme group sessions they cradle their doll as they sing along to 'Miss Polly'. Through practical routines and topics the children are beginning to develop a good understanding of keeping themselves safe, for example road safety.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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