

Inspection report for early years provision

Unique reference number	EY365982
Inspection date	16/10/2008
Inspector	Jane Davenport
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 husband and two sons aged six and three years, in Woodford Green in the London borough of Redbridge. The whole of the ground floor of the premises is used for childminding and a fully enclosed garden is available for outside play.

She is registered to care for a maximum of four children under eight at any one time and is currently minding two children on a part time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The childminder creates a very warm and welcoming environment for children, where enjoyable activities and a wide range of resources promote all areas of their learning. She has developed strong relationships with parents and carers, which enables her to have a good understanding of the children's individual needs and to ensure parents have comprehensive information about the provision. The childminder uses this knowledge of each child and their interests together with relevant observations, to plan appropriate activities which will help them make progress. She regularly reviews her practice and her understanding of the Early Years Foundation Stage to provide a quality environment for minded children.

What steps need to be taken to improve provision further?

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

- continue to use the Early Years Foundation Stage to further develop planning and to ensure that children's learning is effective, exciting, varied and progressive
- further develop the self evaluation process to help identify ways to improve outcomes for children

The leadership and management of the early years provision

The childminder is well organised and has very good record keeping systems so that children's individual needs, routines, likes and dislikes are known and provided for. Children play in safety as she ensures they are well supervised and that adults who are not checked do not have unsupervised access to them. She allows children a balance of being independent whilst helping them, at the same time, develop an understanding about how to keep themselves safe. For example, she explains to them not to climb on the chairs in case they fall and hurt themselves and stresses the reasons why they must stay within sight of her when they are out and about. Children are further protected by the childminder's good understanding of the different types of child abuse, the importance of recording and reporting

concerns and her extensive risk assessments of the home and venues for outings.

The childminder attends relevant training courses such as first aid, food hygiene and the Early Years Foundation Stage. She has made good links with other local childminders and regularly visits other childcare settings, adopting some of the good practice she observes there. She continuously evaluates her provision and is keen to improve her practice. She used previously available self evaluation methods effectively and is clear about her strengths and areas she would like to improve. She intends to access and use current on-line self evaluation systems on a regular basis.

The childminder has a wide range of good quality play resources, which also address diversity. Toys are easily accessible to the children because the childminder has organised them in a way which enables children to see what is available and make informed choices.

Children's sense of security in the childminder's care is fostered by the many ways she has devised for promoting inclusion and building good partnerships with parents. New parents are helped to settle children slowly and to share their preferences for how their child is cared for. All parents are given a copy of the childminder's policies and an information booklet about the services she provides. The childminder also obtains all the appropriate written consents from parents for different aspects of children's care to ensure their wishes are respected. Parents are able to support their children's learning and to enjoy finding out about their achievements through daily conversation with the childminder and by looking at photographs and information about their child in the individual child profile books that the childminder is developing.

The quality and standards of the early years provision

Children are cared for in a very warm and welcoming environment by a caring, enthusiastic and motivated childminder. Children feel very 'at home' at the childminder's; they play well with her own children, helping them to be relaxed and comfortable in her care. They readily approach the childminder for help when they need it and are confident to request to play with something, for example, when attempting to fit shapes into the shape sorter, asking for a favourite story to be read to them or to access the drawing materials. The childminder takes her lead from the children and what they are interested in and there is a good balance of adult led and child initiated play. She gets down at the children's level, sitting on the floor with very young children; they receive lots of cuddles and affection, but she also encourages them to be independent and solve problems for themselves. For example, putting the jigsaw pieces in the right places themselves gives them a real sense of achievement and a boost for their confidence and esteem.

Children go outside regularly and the garden provides a safe and interesting environment for them. They can decide to jump on the trampoline, ride bikes or kick their footballs, thus developing a range of physical skills and benefiting from fresh air and exercise. They are beginning to have an awareness of nature and a keen knowledge of the world around them, as they help with gardening, weeding and

observing the squirrels. On outings to the park they revel in collecting different sized conkers, marching through the autumn leaves, crunching them underfoot and catching them as the wind blows them down from the trees.

The childminder carries out written observations of the children in her care and evaluates them to inform her how the children are progressing and how she can provide challenges for them which will help them to reach the next stage in their learning. She has compiled a very informative scrap book containing photographs, examples of children's work, such as hand prints and sticking activities and simple, but effective diagrams for each areas of the child's development. For example, physical development is a caterpillar with the different segments of the body representing such things as walking, running, kicking a ball, which are coloured in as the child achieves each stage. These are shared with parents on a regular basis and parents are also provided with a daily diary for their child detailing their sleeps, what and how much they have eaten, their nappy changes and what they have enjoyed participating in. This is an excellent way of promoting continuity of care and forging strong partnerships with parents.

Children thrive in the safe, healthy environment that the childminder provides. They stay safe in the childminder's care as she has carefully assessed potential risks in her home and taken appropriate action to remove any hazards. Children use equipment and play resources that have been checked for suitability for their different ages. The childminder is well prepared to teach children about keeping safe as soon as they are old enough and is already explaining why some things are not safe.

The childminder has very good hygiene measures in place. Children experience mealtimes as good social occasions and they sit around the table and eat together. They eat well and in accordance with their individual dietary needs. Children are learning right from wrong whilst feeling confident and affirmed. This is because the childminder has a gentle rapport with children and they respond well to her affection and guidance. She shares her behaviour management policy with parents and this includes basic household rules which keep children safe and encourage them to respect others.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.