

Inspection report for early years provision

Unique reference number	118825
Inspection date	27/11/2008
Inspector	Caroline Preston

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 1996. She lives with her husband in Rainham in the London borough of Havering. The whole of the childminder's house is used for childminding. Access to the provision is on the ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding three children. The childminder walks to local schools to take and collect children. She attends local toddler groups and takes children to the library and park. The childminder is a member of the National Childminding Association. The childminder is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Registers.

Overall effectiveness of the early years provision

Children's needs are effectively met, therefore their uniqueness is valued. The childminder has clear goals for improvement, therefore childcare practice continually progresses over time, which ensures children are well cared for.

What steps need to be taken to improve provision further?

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

- plan for each child's individual care and learning requirements
- involve parents in their child's learning and development
- develop effective links with other providers delivering the EYFS to the same child.

The leadership and management of the early years provision

The childminder has a clear focus on how she organises her childminding practice, she continually strives to improve her practice and has undertaken further training in health and hygiene and first aid. She has sought support from other childcare practitioners to fully understand the new EYFS framework and has developed new systems for delivering the early learning goals. Clearly showing her commitment to the care and education of children.

All required documentation is in place, including accident and medication records, parental contracts, planning and child observations. In addition, all household members have undergone suitability checks, and she has a clear understanding and knowledge of safeguarding procedures. Furthermore, she undertakes detailed risk assessments to ensure children are safe both inside and outside. Children learn about safety by practicing the green cross code. Furthermore, clear procedures are in place to manage any illnesses, to stop any risk of infection. As a result, children's needs are met well, as safety is paramount within the setting.

Parents have developed close professional and friendly links with the childminder, who exchanges relevant information about their child, however, further information regarding learning and development has not been established to support their understanding of the early learning goals. At the same time, links with other providers delivering the EYFS to minded children have not been fully established to ensure progression and continuity of learning and care. Furthermore, although planning has been developed covering all areas of development, planning is not specific for each child's learning and development needs. However overall, the organisation of care and learning is good and each child is progressing well.

The quality and standards of the early years provision

Children are progressing well and are making steady progress along the early learning goals, the childminder offers children an effective learning environment with plenty of good play resources and supports children through her interaction with them. She has developed planning that includes all areas of learning and has made her home a child friendly environment, with posters and a well resourced play area. Children are able to make choices and fully engage in play all around the frontroom and garden.

Children are confident to try new activities as they seek out and find a selection of tents and concentrate in fixing them together. Children independently manage their own personal hygiene as they ask to use the toilet. They use language to imagine and create roles and experiences, when playing with the "kitchen equipment in the role play area". Children have easy access to writing equipment and can access the large box of pencils and pens in the kitchen to attempt writing. Children attempt problem solving, reasoning and numeracy, as they count the cakes at party time, and count the numbers on the number poster displayed.

They build and construct using puzzles and Lego bricks and follow instructions from the childminder when fixing the many play tents together in the frontroom. Children are able to, move freely across the house and have access to the safe and well organised garden, they also visit local parks and libraries and childminding groups. As a result, children have good opportunities to move with confidence, imagination and in safety, travel around, under, over and through balancing and climbing equipment.

Children develop creativity through painting and drawing activities, cooking and play dough activities. Children develop skills that contribute to future economic well-being as they learn to communicate with others, in different situations, like childminding groups, and develop understanding of others through handling play resources promoting the differences people have each day. There are sound systems in place to support children with any learning difficulties as the childminder is very clear about each child's individual needs. Children learn about healthy eating, as they are offered nutritious snacks and any special dietary requirements are recorded by the childminder. Children learn about hygiene by washing their hands and wiping their own noses, the home is clean and well

maintained. As a result, children are cared for well and their individual needs are met.

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

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

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 that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years and Childcare Registers.

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.