

Inspection report for early years provision

Unique reference number	EY371636
Inspection date	15/10/2008
Inspector	Caroline Preston
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).

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 2008. The childminder cares for children at the premises of her friend in a residential area of Hornchurch, Essex. The household consists of the childminder's friend, husband and adult children. A self contained play house located at the bottom of the garden and the whole ground floor is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children at any one time. She is currently minding one child all day and one child before and after school. The childminder walks and drives to local schools to take and collect children. The childminder attends the local parent/toddler group. The family have a Staffordshire bull terrier. The childminder is on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

Overall effectiveness of the early years provision

Children are cared for well and have all their needs met, they are treated uniquely and fairly and no child is disadvantaged. This is because all information about each child is gathered from parents and daily interaction, between the childminder and children, supports their self-esteem and well-being. Children learn about the wider world through looking through and discussing books about faith, religion, and about the physical differences people have such as skin colour. Children with special dietary requirements have their needs adhered to. The childminder has taken steps to evaluate the service offered and she has completed further training in child protection. Therefore she is proactive in developing further knowledge to safeguard children. This is the first inspection since registration and there are no outstanding actions or recommendations.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment on all outings
- make systematic observations and assessments of each child's achievements, interests and learning styles.
- develop systems to encourage parents to share what they know about their child

The leadership and management of the early years provision

The organisation of the childminding supports children's care and learning and effectively meets their individual needs. All required documentation is in place including accident and medication records, records on special dietary needs and consent from parents for emergency medical treatment. All adults working with children have undergone suitability checks and children are always supervised by the childminder. She has clear systems in place to ensure no other adults are left

alone with them. The childminder has undertaken training in child protection and has systems in place to attend more training. The premises are safe for children and all areas have been risk assessed, however, there are no risk assessments for outings in place, but the childminder has a good awareness of possible risks when taking children out.

Parents are fully informed about their child's day and a daily journal is sent home, detailing children's food intake, sleep routines and play. This information supports good partnership with parents. Well written detailed policies and procedures are given to parents explaining the childminding service. However, systems have not been fully developed to inform parents about their child's achievements along the early learning goals and systems to encourage parents to share what they know about their child. Children are safeguarded against the possible risk of child abuse, as the childminder has a clear understanding of types of abuse, signs and symptoms and referral procedures.

The quality and standards of the early years provision

Children learn about safety through house rules, such as not running, holding hands, when walking to the toilet from the playroom and clearing away play resources on the carpet, so they do not trip over them. All these rules are discussed with children, so they understand the possible risks to their safety.

Children are happy and engaged as they spend time playing, with each other and the childminder. The environment is child centred and full of good opportunities for play. The children have plenty of space to move freely in the play room at the back of the garden, which has been specifically designed to meet their needs. It is bright, clean, warm and children have easy access to a very good range of toys. Children enjoy healthy nutritious meals, all of which are home cooked, they sit at child sized tables and chairs and have access to drinks all the time. Children use the child sized sink in the play room to wash their hands, promoting their understanding of hygiene, and they help to tidy away. Therefore promoting independence and self-help skills.

Children learn about what is right and wrong as they show respect for each other, taking turns to use the different musical instruments and building blocks. They behave well and listen to the childminder's explanation about sharing and taking turns. Therefore children's personal, social and emotional development is developing well. Children sit quietly and listen to stories, they take part in discussions about the different people in the book, discussing the colour of their hair, that they have freckles or wear glasses. They enjoy extending their vocabulary using new words within stories and songs. Children are beginning to understand that print carries meaning as they can see their work displayed, they use pens, pencils and programmable toys to mark make.

Children have access to play resources that support problem solving, such as games that include matching, putting puzzles together and begin to recognise numbers. Children learn about the world by taking part in recycling and placing the correct empty containers in the appropriate recycling bags, they also grow plants in the

garden and watch spiders in the garden. Children develop creativity by painting, sticking, and role play activities such as ironing. Children develop physical skills well, as they use the creatively designed garden. Children use the climbing apparatus, dolls' house and the outdoor play resources. Children also visit local parks and attend once a week a messy play activity group.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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

Since registration 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 Foundation Stage.

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.