

Inspection report for early years provision

Unique reference number	159537
Inspection date	16/04/2009
Inspector	Marilyn Peacock
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 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 has been a childminder since 2001. She lives with her partner and four children aged nine, six, three and 17 months. They live in a house in Harold Hill close to the local school. Although the whole of the house is registered, the childminder mainly uses the downstairs part of the house for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for three children under eight at any one time and is presently caring for two children on the Early Years Register and two children on the compulsory part of the Childcare Register who all attend on a part time basis.

The family have one rabbit, two cats, two lizards and a number of fish. The childminder is a member of the National Childminding Association. She is also a member of the Networking Scheme.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder uses her time well and her flexible approach allows children the opportunity to make choices in their play and pursue their own activities happily. She provides children with positive support and they are making good progress towards the early learning goals. The childminder works in close partnership with parents and the local school to ensure that the needs of all children are met successfully. She strives to improve her provision to ensure children receive a happy enjoyable experience and are helped to reach their full potential.

What steps need to be taken to improve provision further?

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

- continue to develop the observation and assessment of children's progress in order to make clear links with planning for their individual learning and development.
- further develop current systems to monitor and evaluate the quality of the provision in order to ensure continuous improvement.

The leadership and management of the early years provision

Children enjoy their play in a safe secure child friendly environment. Risk assessments are conducted indoors and outdoors each day. The childminder also risk assesses all outings and trips ensuring children's safety. A clear safeguarding policy promotes and safeguards children's welfare within the setting. The childminder has a good understanding of the signs and symptoms of abuse and know what action to take if she has concerns about a child in her care. Well

organised documentation and a comprehensive set of policies, procedures and parental consents contributes effectively to the welfare of the children.

Relationships with parents is friendly and supportive. Parents feel welcome, they are very happy with the care provided. Daily diaries keep them informed of how their child has spent their day. Parents complete a 'getting to know you' form before their child is left in the childminder's care. This provides information on their child's care needs, favourite toys, key words and highlights their learning at home helping the childminder meet their individual needs effectively.

The childminder regularly updates her knowledge of current child care practices by attending relevant childcare courses which ensures she is confident and competent to support the care and learning of the children. She has started to evaluate her provision, however, reflective practice is not embedded into regular routines to ensure continuous improvement.

The quality and standards of the early years provision

Children behave well and know the routines and boundaries when they are in the childminder's care. They benefit from the consistent praise and encouragement they receive from the childminder. Children are developing a good understanding of right and wrong, they are polite and caring towards each other. Children enjoy varied homely meals which meet special dietary needs and ensure children remain healthy. Should parents wish to provide their child's food the childminder ensures she reheats it in accordance to their wishes. Children play in a clean environment where they learn the importance of good personal hygiene. The childminder uses story books to help them understand the importance of washing their hands at appropriate times to prevent the spread of germs. They are starting to take responsibility for their personal hygiene, they use a step up to reach the sink and use paper towels to dry their hands which they dispose of in the bathroom bin.

Children are happy and settled. They enjoy a warm, trusting relationship with the childminder which ensures they feel secure. The childminder talks to children about what they are doing and responds to their interests. She knows the children well and uses some good questioning techniques to stimulate thought and challenge children. Children are able to recall past and present events and talk excitedly about a recent visit to the local farm. They learn how to use numbers in everyday situations counting confidently to eight and above when sticking fabric number on their art work. Children learn about different cultures and beliefs through a broad range activities and themes. Resources reflect positive images of all aspects of society helping children learn to acknowledge and accept differences. Children enjoy using their senses to explore texture in practical activities, for example, cooking and sticking. They are starting to develop good cutting and joining skills and can use scissors and spatulas competently. Photographs show children have many good opportunities and experiences which cover all areas of learning over time. The childminder has started to carry out observations of children at play in order to plan for their next steps. However, observations are not sufficiently detailed to enable the childminder to analyse children's achievements or to identify further support fully.

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.	3

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?	3
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?	3

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