

Inspection report for early years provision

Unique reference number	EY282279
Inspection date	19/02/2009
Inspector	Janette Elaina Lockwood

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 2004. She lives with her children aged 11 and 13 years in Dagenham, Essex, close to parks, schools and public transport links. The whole of the childminder's home is used for childminding.

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

The childminder is registered to care for a maximum of five children at any one time and is currently minding one child in the early years age range. She also offers care to children aged over five years. This provision is registered by Ofsted on the Early Years Register, the compulsory part of the Childcare Register and the voluntary Childcare Register.

Overall effectiveness of the early years provision

The overall effectiveness of the early years provision is good because the childminder is meeting the needs of children in the Early Years Foundation Stage (EYFS) successfully helping them to get the most out of their time in the setting. She promotes inclusive practice in her setting by valuing children's individual needs and working with parents to help children be healthy, safe, enjoy and achieve and make a positive contribution. This ensures there is good overall effectiveness in their care, learning and play throughout the EYFS.

The childminder demonstrates a strong commitment to training to help maintain continuous improvement and keep up-to-date with current childcare issues in order to provide a quality service. She has a thorough understanding of the importance of self-evaluation to reflect and identify areas for improvement and is calm and measured in her approach to childminding.

What steps need to be taken to improve provision further?

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

- develop procedures which support a regular, two-way flow of information between providers where children receive care or education elsewhere.

The leadership and management of the early years provision

The early years provision is organised well taking account of children's learning and development needs and their welfare requirements to provide a good quality service. The effective organisation of the setting helps children to thrive and feel valued and settled.

Clearly written policies and procedures ensure parents are aware of how the provision is run and help focus the childminder and she shows a willingness to review them to ensure they accurately reflect the Early Years Foundation Stage (EYFS).

An enthusiasm for ongoing training helps the childminder to readily seek and absorb new information on childcare issues and she self-evaluates all areas of her provision effectively to identify the most valuable training for her setting. She uses her self-evaluation to look at her strengths and weaknesses helping her to maintain a continuous improvement.

Effective partnerships with parents and carers have been established and the childminder offers a flexible service and supplies them with the information they need to understand how their children are developing and what needs to be done next to help them progress. She understands the importance of keeping parents informed of what children have been doing during the day so they can talk to their children about it. Although the childminder shares some of the children's learning through finding out what they do at other settings, this is via the parents and not yet through direct contact with the school.

Effective safeguarding procedures are in place along with valuable information such as telephone numbers to refer to if the childminder had concerns about a child. She shows a strong commitment to regularly updating her safeguarding knowledge by attending regular training and extends this to her procedures whenever necessary. The childminder fully understands her role in safeguarding children and ensures parents are aware of these responsibilities by showing them her policies and ensuring they have read and understood them.

The quality and standards of the early years provision

Children in EYFS have good opportunities to learn and develop through a broad range of free play together with some planned activities. For example, children enjoy painting and completing puzzles and use their imagination in role play with valuable support from the childminder who asks them worthwhile questions to find out what they know and think. She takes them to organised activities at the library which provide different and interesting activities such as craft activities linked to books and stories to help develop their interest in reading.

Children regularly play outside in the enclosed garden or have trips to the park and the childminder is implementing a new regime of walking to school with children to increase their fitness and learning opportunities along the way.

There are good opportunities for children to be challenged in their learning as they progress through different stages in their development, for example, there are harder puzzles for them to complete once they become familiar with the ones they already have.

Clearly written plans are based on information gleaned from observations and the childminder knows each child well-enough to help them progress in their

development.

The welfare of children in the EYFS is promoted successfully taking account of the general and specific welfare requirements. Safety measures are in place to help keep children safe and to help children learn about safety, for example, fire drills are practiced and children learn about road safety.

Effective systems are in place to help prevent the spread of germs, for example, children are reminded to wash their hands and have individual towels on which to dry their hands. Meals provided are nutritious and balanced and contain fruit and vegetables and the childminder works closely with parents on helping children to eat healthily.

Routines allow children plenty of time to play and they are building their confidence with daily opportunities to share their thoughts and experiences with the childminder. They are secure in knowing what comes next in their day, developing a sense of trust and belonging.

The daily activities and routines contain elements which help children grow in confidence, become sociable and develop their communication, language and literacy skills. Furthermore, there are opportunities for their understanding of numeracy and information technology to emerge. These factors will help children to gain skills which will contribute to their future economic well-being.

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 since the last inspection.

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.