

Inspection report for early years provision

Unique reference number	504374
Inspection date	18/06/2009
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 registered since February 1999. She lives with her two children aged 14 and 17 years. The family live in an end of terrace house situated in a residential area of the London Borough of Barking & Dagenham. The premises are within walking distance of local schools, public transport, shops and community resources. There is an enclosed garden for outdoor play.

The childminder is registered to care for a maximum of six children under eight years and is currently caring for five children all on a part time basis. Two children are within the Early Years Foundation Stage (EYFS). She is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The family do not have any pets. The childminder is a member of the National Childminders Association (NCMA).

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are safe and enjoy their time with the childminder. She recognises the uniqueness of each child and works with parents to meet their welfare needs adequately. The childminder reflects on her practice and shows a satisfactory capacity to improve. She regularly attends training to help her develop a better understanding of meeting the needs of children.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- continue to develop systems for observing and assessing children's individual needs and stages of development to identify motivating next steps in their learning and planning for these to help them progress towards the early learning goals.

The leadership and management of the early years provision

The childminder ensures that all information regarding children's needs is gathered before children start helping her to understand each child's uniqueness. Her clear understanding of the importance of regular risk assessments of the home and garden helps to ensure children's safety, however, some aspects are not as well covered, such as each type of outing. The childminder's sound knowledge of child protection procedures help to safeguard the children's welfare. She has also made good contingency plans to ensure children are left with a suitable person in the

event of an emergency which is known to parents.

The childminder has recently started the self evaluation process and has a suitable understanding of reflective practice to improve outcomes for children. She has begun to identify areas for improvement which include revisiting her policies and procedures to ensure they reflect the Early Years Foundation Stage adequately. She shares information with parents on a daily basis verbally and there are opportunities for parents to contribute to children's learning and development records. The childminder has started to build a relationship with other providers that children share the care of the children she minds to ensure their individual needs are met appropriately.

The quality and standards of the early years provision

Children make suitable progress while in the childminder's care and the childminder has begun to make some useful observations of individual children's achievements but has not linked these to the stages of their development. She understands the need to extend children's learning and development but does not systematically identify the children's next steps for their learning or plan for their continuing development across all six areas of learning. The childminder knows the children well and activities are planned around children's interests. For instance, a child's interest in dinosaurs is used to progress the development in other areas. Children attend the local drop in centre and regularly visit their friends to help them learn to share and take turns. The childminder's home routines are used to progress children's learning across all areas. Children count the pegs when helping hang out the washing, they match socks and help make cakes for tea. They enjoy snuggling up when reading familiar stories, excitedly making the noises the characters make. They choose their family members from the small world characters and the childminder uses the time well to introduce discussion on different family structures. The childminder has started to produce portfolios of children's work and is encouraging parents to share information on children's learning at home to help her understand children's interests more fully.

Children enjoy a warm, caring relationship with the childminder, they cuddle up when they are tired and fall asleep in her arms. They enjoy playing in the safe, secure garden daily and take regular walks to the park and local schools helping them keep healthy. All the children bring packed lunches which the childminder stores appropriately to ensure they remain fresh. Children have drinks readily available and the childminder provides healthy snacks of fruit at various times throughout the day. Children's health and well-being is appropriately promoted. Their personal medical details are recorded and appropriate arrangements are in place to administer medication and to treat children in case of an accident. Children are starting to learn how to stay safe as the practice emergency evacuation and they learn the green cross code during play activities.

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?	3
How well does the provision promote inclusive practice?	3
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?	3
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?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
--	-----