

## Inspection report for early years provision

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<b>Unique reference number</b>	EY379297
<b>Inspection date</b>	20/04/2009
<b>Inspector</b>	Amanda Gill
<b>Type of setting</b>	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 was registered in 2008. She lives with her husband and her adult son and daughter in Dagenham in the London borough of Barking and Dagenham, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house is used for childminding and the upstairs bathroom. There is a fully enclosed garden for outside play. The family have three cats as pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler and pre-school groups on a regular basis. She is a member of an approved childminding network.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The childminder meets children's needs well because she takes account of their individuality, welfare and effectively helps them progress in their learning and development. She promotes inclusive practice with all the children by finding out about their unique characters and valuing their similarities and differences.

The childminder demonstrates an extremely positive attitude and has the capacity to maintain a high level of continuous improvement within her provision, by consolidating her knowledge and understanding of childcare issues and implementing her policies and procedures to ensure the smooth running of the provision. She regularly attends additional training to build on her existing knowledge and understanding.

## What steps need to be taken to improve provision further?

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

- further develop the self evaluation process to help identify ways to improve outcomes for children
- improve ongoing observational assessments to improve children's continuing development and to include their next steps

## **The leadership and management of the early years provision**

Effective written safeguarding policies and procedures are in place to ensure children are protected. For example clear and robust procedures are in place for the arrival and departure of all children and the childminder has a clear knowledge of her role and responsibilities in reporting safeguarding concerns. Visual and written risk assessments of her home are carried out daily and she takes prompt action to minimise any risks to the children.

The childminder holds a current first aid certificate. This means that she can give appropriate treatment if there is an accident to a child in her care. All accidents are recorded and signed by parents on collection, however, the system for recording accidents is not confidential.

The childminder's home is well organised and provides children with opportunities to become independent. For example, resources are easily available and laid out for independent access on the carpet and on low cupboards and tables. Flexible daily routines allow them to experience a varied range of activities in the home and to develop their knowledge of the community. Good lines of communication between the childminder, pre-school and school settings ensure continuity of care between the pre-school and school and the parents' comments and information are shared.

The childminder is committed to ensuring that her service is inclusive for all families. Parents are made to feel very welcome and pre-placement visits provide parents with a valuable opportunity for their wishes and preferences to be agreed. Parents receive good information about their children's care through regular feedback at the end of each day. The childminder provides written daily diaries for parents outlining each child's daily care routine, achievements and progress so that they can be actively involved in their child's learning.

The childminder does not currently self-evaluate her service but, through discussion, was able to identify the areas of her work she feels that she completes well and others that require improvement. She feels confident about her ability to communicate with children and to continually provide them with new daily experiences. The childminder works closely with the parents and carers of the children, valuing their contribution as partners in their children's learning.

## **The quality and standards of the early years provision**

The childminder's home is well organised and provides children with opportunities to become independent. There is a good balance between child-initiated and adult-led activities. Children are keen to participate in the range of activities provided and are encouraged to independently choose resources and initiate their own activities and games.

The childminder's good knowledge of the Early Years Foundation Stage means she is able to help children progress well in their learning. She is beginning to

undertake meaningful observations and assessments of children's achievements, linking together the areas of learning the activity involved. However, these observations do not currently include next steps for children, as a result the observations are not being used to their best potential in progressing the children's development. The childminder's planning of activities shows they explore a range of challenging and stimulating activities and she bases her daily activities on the children's individual interests, needs and abilities. The childminder knows the children well and they are happy and settled.

The welfare of children is generally promoted well. Children have healthy and nutritious meals and snacks provided by parents and the childminder makes sure they have plenty of water to drink. The childminder is skilled in promoting and supporting children's needs and demonstrates a good understanding of the welfare requirements and guidance. Due to the stimulating environment and the calm nature of the childminder, behaviour is very good. The childminder ensures that behaviour management is tailored to meet the age and development of the child that is involved.

The childminder is very aware of children's likes and dislikes and ensures that children are kept stimulated and interested in the things around them every day. Children enjoy purposeful and exciting outings during the time they spend in the childminder's care, such as to the local parks, the farm and other places of local interest. The children learn about health and safety through projects and discussion, for example, the safest places to cross the road and washing hands when coming in from the garden.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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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

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