

Inspection report for early years provision

Unique reference number	EY379230
Inspection date	23/04/2009
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 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 one adult child. They live in Dagenham in the London borough of Barking and Dagenham. The whole of the first floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play. The setting is in receipt of funding and is registered on Early Years Register and both parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time and is currently minding three children.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's welfare and learning is promoted well, as each child's needs are met. Children are safe at all times, clear risk assessments are in place and children are safeguarded. Partnership with parents is effective and ensures good communication, therefore individual children's needs are being met. Regular self-evaluation by the childminder ensures that future developments are in place to improve the service offered.

What steps need to be taken to improve provision further?

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

- improve the range of resources and positive images of disability and provide support so children learn to respect and value differences, helping them to develop positive and caring attitudes towards others

The leadership and management of the early years provision

Children are kept safe as good knowledge of safeguarding issues support their well-being and development. Effective risk assessments both indoors and on trips eliminate possible risks, and children learn about safety through discussions about outdoor play, crossing roads and behaviour rules. All required documents are in place to ensure all children's needs are met, including observations and assessments, which are shared with parents. Therefore good links with parents promote partnerships with parents. Regular self-assessment ensures areas for improvement are identified and future goals made. Children learn to be healthy as they enjoy healthy foods and drinks, they learn about hygiene as they wash their hands before and after eating. Children have some opportunities to learn about the wider world, however, they have too few learning experiences during daily activities and routines. Children develop problem solving skills as they build and play, putting puzzles together. They access programmable play resources that make different sounds and music, this supports creativity and thinking.

The quality and standards of the early years provision

Children are supported well in their learning, good use of questioning techniques help children to think about their play and promote their thinking. Effective use of observations and assessments support children in progressing along the early learning goals. The environment ensures children have access to a varied range of play resources that promote learning in all six areas, for example, outdoor play. Children confidently use the climbing apparatus, wheeled toys and play house, this supports, physical and creative development. Children develop their personal, social and emotional development as they interact with adults, extending their vocabulary through everyday discussions. Children attempt to mark make when painting, they explore text in books when listening to stories. They begin to explore numbers when counting how many steps there are or how many buttons there are and using magnetic numbers. They build and construct using large bricks and puzzles, they learn about the local environment when visiting local parks and groups.

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