

## Inspection report for early years provision

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<b>Unique reference number</b>	132659
<b>Inspection date</b>	15/04/2009
<b>Inspector</b>	S Campbell
<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 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).

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 1997. She lives with her husband and adult son in a residential area of East Ham the London borough of Newham. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children at any one time and of these three may be in the early years age group. The childminder currently has one child in the early years age group on roll. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends local community groups. The family have two dogs.

The childminder is a member of the National Childminding Association (NCMA).

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and settled in the stimulating, child centred environment. Children are particularly well supported to promote their all round development. The childminder is fully aware of children's individual needs and backgrounds to ensure they are cared for in an inclusive environment. Partnerships with parents are used to promote good quality care and learning. Processes for self-evaluation are effective resulting in continual improvement in the services that she offers.

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

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

- continue to develop knowledge and understanding of the Early Years Foundation Stage framework to support children's learning and development
- further develop observation, planning and assessments to reflect the six areas of learning to ensure children are effectively progressing towards the early learning goals
- further develop resources to promote positive images of disability

To fully meet the specific requirements of the EYFS, the registered person must:

- maintain a daily record of children's accurate hours of attendance (Documentation) (also applies to the Childcare Register)

30/04/2009

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

The childminder ensures most required documentation is in place and well maintained with the exception of the recording of children's accurate hours of attendance. She has implemented some policies and procedures to promote the safe and effective management of the setting. The childminder is committed to ensuring that her provision promotes inclusive practice and recognises that every child is an individual and develops at their own pace. This ensures their welfare needs are effectively met.

The childminder is committed to attending training to support her current practices and the outcomes for children. She works closely with parents when moving children on in their next stage of development, for example, toilet training. Overall, she obtains necessary information from parents to enable her to meet children's welfare needs. Parents are happy with the care provided and they are able to spend time at the beginning of day to talk about children's general well-being and progress. They are kept informed about their child's day through regular verbal feedback and the use of photos. However, procedures have yet to be fully developed to share children's progress with parents and enabling them to contribute to children's assessments.

Regular self-evaluation supports the childminder to identify most areas for future development. Children are safeguarded as the childminder is fully aware of her responsibility to identify and report any possible cases of child abuse or neglect. Children's safety is further promoted because they are cared for in a safe and secure environment. The childminder carries out regular risk assessments and children are well supervised during the day to maintain their safety.

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

The children are confident and relaxed with the childminder. The childminder spends one to one time with children throughout the day to support their learning and development. Her attention is focused on children's play and enjoyment. The childminder knows children well and is able to talk about how she is moving children on in their next stage of development. The childminder carries out regular observations enabling her to track children's progress. Some planning takes place allowing children to take part in a varied range of free play and adult directed activities to support their learning and individual interests. However, the systems for observations, planning and assessments have yet to be fully developed to reflect the six areas learning. The childminder gathers both verbal and written information about children's routines to promote continuity of care.

The children have access to a good range of toys and the childminder ensures they are regularly rotated to maintain their interest. The children enjoy playing with the dolls, a baby bouncer and blanket enabling them to act out real life situations. The children's imaginative and creative skills are further promoted because they benefit from taking part in a varied range of messy play and creative activities, such as sticking, finger painting and pasta. The children's artwork is displayed in the home

allowing them to develop a good sense of achievement.

The childminder has developed good relationships with children and this is evident as children happily wave goodbye to parents at the beginning of the day demonstrating positive attachments. The children benefit from close and affectionate interactions with childminder. She engages well in children's play and she has a good understanding of children's likes, dislikes and favourite resources, for example Farm Songs.

The children are beginning to move with increasing control as they dance to a number of nursery rhymes, such as Old McDonald. The childminder supports language development in very young children by talking about what they are doing and repeating what children say. The children have easy access to a good range of books and they are beginning to understand print carries meaning as they spend time imitating reading books to their doll. Children become absorbed and concentrate well at activities. The children are well behaved and the childminder encourages good social skills by gently reminding children to say "please" and "thank you" at appropriate times. She is calm and caring and has effective strategies for managing any unacceptable behaviour.

Children's health is well promoted because the childminder ensures they are cared for in a clean and hygienic environment. The childminder works closely with parents to ensure that children have a healthy diet and plenty of drinks. They have daily opportunities to enjoy fresh air and exercise. The children are kept safe when out on outings because the childminder ensures they are supervised at all times. The childminder has a positive attitude towards diversity and understands the importance of ensuring all children are able to take part in the activities and resources on offer. This further promotes an inclusive environment. The children have access to a range of resources that reflect positive images. However, there are few resources on offer to promote positive images of disability to further develop children's understanding of similarities and differences.

## 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

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](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report

30/04/2009

## **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.