

Inspection report for early years provision

Unique reference number	EY320525
Inspection date	20/05/2009
Inspector	Sandra Daniels
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 registered in 2006. She lives with her husband and two children aged six and nine years in a residential area of Collier Row, Romford. Their home is within walking distance of local schools, shops, parks, bus routes and a short drive from a main line train station. Although the whole of the property is registered, the ground floor mainly is used for childminding. There is sufficient space to allow minded children to play, rest and enjoy meals. A fully enclosed garden is available for outside play. The childminder is registered to care for five children under eight years and sometimes works together with her husband, who is her assistant. There are currently three children on roll in the early years age group in addition to a small number of children who are cared for during out of school hours only. The childminder is an accredited member of the childminding network and is eligible for funding for early years education. She is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The childminder uses her exceptional knowledge and understanding of how children learn and develop to help children make excellent progress in relation to their ages and stages of development. She clearly recognises and values the unique characteristics of each child and effectively identifies how best to meet their needs. Strong working relationships with parents and others involved in each child's care are developed and valued. The childminder reflects on her practice and has made a thoughtful evaluation of her provision. She demonstrates excellent continuous improvement through her informed implementation of the Early Years Foundation Stage and ensures that children make very good progress in all areas of their learning and development.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further the systems in place for self-evaluation in order to set clear targets through which to improve outcomes for children.

The leadership and management of the early years provision

The childminder is extremely well qualified and very experienced. She regularly attends training to keep her practice and skills up to date, she is an accredited childminder and has a National Vocational Qualification Level 3 in Childcare Practice. She has an excellent understanding of the requirements of the Early Years Foundation Stage, and as a result offers children exciting and innovative

activities which are appropriate for their stage of development and clearly meet their needs. Regular evaluations of the setting are carried out to look for ways that the childminder can improve provision for children. However, these do not consistently identify clear targets with action plans. The childminder builds exceptionally strong relationships with parents and as a result, children are extremely happy and very well settled in her care. Parents are provided with high quality written information about the setting's policies and procedures and kept up to date with their child's progress and experiences through regular discussions, daily diaries and informative newsletters. They are encouraged to share what they know about their child to help inform the care and support they receive. The childminder has established very good partnerships with other settings attended by the some of the children in her care, making excellent links to the activities she provides for them in her home, for example, by following the same topics.

The childminder's home is extremely well organised for the care of children and she ensures that all required records are in place to provide them with the individual care they need. Resources are stored in open shelves or easily accessible boxes and this, together with colourful displays, creates an inviting, child-centred and thoroughly welcoming environment for children. The childminder has a very clear understanding of child protection procedures in line with local Safeguarding Children Board. She clearly recognises the importance of keeping her knowledge in this regard up to date and has recently attended further training. The childminder ensures she is consistent in the way she manages children's behaviour. Children respond extremely well to her calm and positive approach and, as a result, their behaviour is excellent.

The quality and standards of the early years provision

Children thoroughly enjoy taking part in a wide-ranging and stimulating variety of activities and, as a result, are making excellent progress. They benefit from an extremely good balance of adult-led and child-led play which allows them to develop to their full potential. They have very good opportunities to develop their social skills as they attend toddler groups and meet up with other minded children on a regular basis. They enjoy outings such as going to museums and play centres and local parks and farms. They relish exploring a varied range of role-play equipment and have many opportunities to develop their imagination. For example, when children decide they want to make a 'camp', the childminder provides them with a sheet which they hang over the table. Children are creative as they use the extensive range of art and craft materials. They have easy access to a superb range of toys and resources which means they can make choices and decisions about their play. The childminder regularly makes relevant and highly effective observations of children's progress using her exceptional understanding of the learning opportunities provided by different activities. She links her observations to the different areas of learning and uses them to identify the next steps for each child and to inform future planning. Children are becoming confident communicators as they learn new words and begin to form sentences. The childminder is skilled at using various opportunities, such as walks around the neighbourhood, to help children begin to count and recognise shapes and colours. A scrap book is maintained and shared with parents showing many photos of their

child at play. This is annotated in an exemplary manner, to show parents how children's play is linked to the required areas of learning. Children have many opportunities to play outside with sand, water and paints. The outdoor environment is used particularly skilfully by the childminder to extend children's learning in a real and meaningful manner. For example, children recognise and learn to name various types of transport. They love simple cooking activities and often help to prepare dishes in celebration of various festivals.

Children are learning how to stay safe as they play. They receive gentle reminders from the childminder and very clear explanations about the consequences of their behaviour. She discusses 'stranger danger' and road safety with older children and ensures that her house and garden provide a safe and secure environment for all ages. Children's health and hygiene needs are met highly effectively. They are fully encouraged and supported in their toilet training and are reminded of the importance of washing their hands and using their own hand towels to prevent cross-infection. They know that they must cover their mouths when they cough or sneeze and learn how to dispose of tissues hygienically. They are learning about healthy living and there are displays showing fruit and vegetables in the kitchen. Children interact very well together and are beginning to learn to share and take turns. They are developing excellent manners and follow the childminder's excellent examples in this regard.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
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?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
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?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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