

## Inspection report for early years provision

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<b>Unique reference number</b>	EY309013
<b>Inspection date</b>	15/07/2009
<b>Inspector</b>	Justine Leong

<b>Type of setting</b>	Childminder
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## 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 2005. She lives with her husband and two children aged ten and six years in Romford, Essex. The whole of the premises apart from the main bedroom is used for childminding and there is a fully enclosed garden for outside play. The childminder has two pet guinea pigs

The childminder is registered to care for five children at any one time and is currently minding seven children, two of whom attend on a full time basis. The childminder offers places for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder walks to local schools to take and collect children. She attends the local networking group, library and park with the minded children. The childminder is a member of the National Childminding Association and Redbridge Childminding Association.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The childminder has developed very close and caring relationships with children and uses information from parents to provide each with an individual approach. Exciting learning opportunities are planned and children make good progress across all areas of learning. The childminder demonstrates a very positive attitude to providing quality childcare and education and is beginning to identify areas for improvement through honest self-evaluation.

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

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

- develop self-evaluation to include the views of parents on the care and education provided
- develop assessment to consistently plan 'what next' for individual children.

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

The childminder demonstrates a thorough understanding of her role and responsibilities in protecting children and has undertaken safeguarding training. Appropriate systems are in place to promote children's welfare in line with the Local Safeguarding Children Board guidelines. The childminder has undertaken several short courses to support her good practice and appropriate checks have been completed to ensure children are cared for by suitable adults.

Clear and comprehensive policies and procedures have been devised, effectively underpinning the childminder's strong practice. All policies are shared with parents

to ensure they are kept fully informed of childcare practices and required written parental permissions have been obtained, helping to ensure children are consistently cared for in line with their parents' wishes. Children benefit as the childminder shares progress records with parents, enabling them to understand what children have been working on and continue the learning at home if they wish. Parents praise the care and education their children receive.

Children are developing a very good understanding of how to keep themselves safe; the childminder is a member of a road safety awareness group and actively teaches children how to keep themselves safe when outside. Children are also frequently reminded of safety rules such as walking carefully on the stairs, and are able to confidently state that this will prevent them falling. Detailed risk assessments have been completed for within the home and daily visual checks ensures the environment remains safe for children. The childminder is beginning to use self-evaluation in order to further improve outcomes for children and is considering ways in which to involve parents in identifying areas for development.

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

The childminder organises her home very well to provide a welcoming and nurturing environment in which children are relaxed and secure. Children have ample space to play and are constantly supervised by the vigilant childminder, ensuring they remain safe. Robust hygiene procedures ensure children's good health is promoted; clear visual aids are in place to remind children to wash their hands thoroughly and they confidently state that this will help to stop germs from spreading. The childminder actively teaches children to make healthy choices about what they eat and drink. They sit together to share nutritious snacks of fresh fruit and enjoy freshly prepared meals such as pasta dishes, chicken and vegetables, or spaghetti bolognese. Children's understanding is further enhanced as they discuss why they eat fresh fruit and vegetables with the knowledgeable childminder. Children enjoy frequent opportunities for physical activity as they access the secure garden on a daily basis, playing with a wide range of physical play equipment. For example, children play ball games together and take turns to bounce on the trampoline. The childminder also takes children to the local parks and playgrounds where they develop balance and co-ordination as they play on the slides, swings and climbing apparatus.

The childminder demonstrates a thorough understanding of how children learn through play and uses her knowledge very effectively to provide stimulating learning opportunities. For instance, children thoroughly enjoy making bread, discussing how the dough feels, how bread rises and the different types of bread they have enjoyed. The childminder uses effective teaching methods such as modelling how to knead the bread to support children and ensure they are all able to participate. Effective questioning extends children's thinking, developing their language and encouraging them to make connections to previous activities. Observations are completed to monitor progress towards the early learning goals and the childminder is just beginning to identify next steps in children's learning to inform planning and ensure children make as much progress as possible.

Children chat happily with the childminder and benefit from regular opportunities to develop independence, for example, helping to set the table at snack time. Daily routines provide effective opportunities for children to use maths skills in context; children count pieces of fruit at snack time and discuss how many pieces each can have. Children's natural instinct to explore and investigate is strongly encouraged; the childminder provides materials such as water and encourages children to investigate floating and sinking. The childminder enables children to make choices about their day and provides a broad range of imaginative and creative play resources, all of which are independently accessible.

The childminder spends valuable time getting to know children well when they first start at the setting and provides each child with an individual approach. For instance, the childminder works very closely with parents to identify effective behaviour management strategies for individual children, helping to ensure consistency and continuity of care. Children are confident and happy with the attentive childminder and behave well. The childminder plans meaningful opportunities for children to learn about different cultures and beliefs. They enjoy celebrating festivals including Diwali, Chinese New Year and Christmas, creating colourful crafts and sitting together to share stories.

## 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