

## Inspection report for early years provision

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<b>Unique reference number</b>	118855
<b>Inspection date</b>	27/08/2009
<b>Inspector</b>	Caroline Preston

<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 has been registered since 1997. She lives in the Hornchurch in the London borough of Havering, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding. The childminder is registered to care for a maximum of four 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 two 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 is also a registered foster carer.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children's individual needs are met which ensures their welfare and learning development is promoted sufficiently. Children are secure and safe at all times and learn why it is important to be safe. Sound partnerships have been developed with parents and important information is exchanged daily, verbally and through text messaging. This supports the care needs of children. Self-assessment processes have not been implemented, which hinders further progress, specifically around areas of learning.

## 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.
- improve processes for self-evaluation of practice.

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

- improve arrangements for observations and assessments so that these can be used to assist in planning enjoyable and challenging learning development experiences that are tailored to meet children's individual needs (Educational programmes)

07/09/2009

## The leadership and management of the early years provision

Children are safeguarded as clear procedures are in place if concerns are raised. Adults living on the premises have undergone suitability checks and children are closely supervised at all times. The premises are safe and secure and all possible hazards removed. All records required are up to date and accurate including a daily

record of attendance, accident and medication records and children's details. The childminder holds a current first aid certificate and her certificate of registration is displayed. Children learn to keep safe when crossing the road and during everyday routines, they play well together and understand behaviour boundaries. Children learn about healthy lifestyles through being offered healthy snacks and drinks. They learn to wash their hands before and after using the toilet.

Children benefit from effective partnerships between the childminder and parents, as important daily information is exchanged. More than one child from some families attend showing continuity of care. Parents are given a range of suitable policies and procedures that show how the childminder works and what procedures she follows to safeguard children. Parents are shown written daily accounts of what their child has done during the day. However, observations and assessments do not clearly link to the early learning goals and show each child's achievements and next steps.

The childminder has a satisfactory understanding of the EYFS, however has not fully implemented processes to evaluate and improve the service she offers. This impacts on the children as they have missed opportunities to progress in their development and improvements to promote equality are hindered.

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

Children have satisfactory support in their learning. The environment helps children learn and develop as they are offered a sound range of play resources and learning experiences. Children are confident at building using construction Lego to make patterns and use shape and design skills. They easily put together puzzles which supports mathematical skills, they count during everyday play. Children understand what is right and wrong, this is shown through their interaction with each other. Children are confident as they interact with each other during play. They are skilful during large physical play on the trampoline, they move with confidence, imagination and in safety. Children enjoy visiting the soft play centre in town every week, they meet new friends and enjoy jumping, crawling and balancing. Children have some opportunities to learn about the wider world through play resources. Children have opportunities to be creative by taking part in painting and drawing activities. Children handle books and listen to stories which supports their language skills.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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