

Inspection report for early years provision

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Inspection date	11/09/2009
Inspector	Rufia Uddin
Type of setting	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. She lives with her three adult children. They live in a house in a residential area of Romford in the London borough of Redbridge. The lounge, conservatory, kitchen and downstairs toilet of the house are mainly used for childminding. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder is currently minding one child in this age group, and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends the local toddler group, and takes children to the local library, park and shops. She walks to local schools to take and collect children. The childminder has partnership arrangements with other early years settings, including the local nursery.

The childminder has completed a BTEC qualification in nursery nursing. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have settled quickly, feel safe, are confident and well occupied. The childminder offers the children a warm, homely environment. Her approach with the children is calm and affectionate, she dedicates her time to the children when working, ensuring they are all achieving well whilst having an enjoyable time. The childminder effectively meets the needs of children in the Early Years Foundation Stage. Children are progressing well in all areas of learning and development. Good partnership with parents has developed, and written policies and procedures contribute to the smooth running of the setting. The childminder has completed self-evaluation and has identified areas for improvement which demonstrates a commitment to and capacity for improvement.

What steps need to be taken to improve provision further?

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

- obtain information in advance of the child being admitted, about who has legal contact and parental responsibility for the child

The effectiveness of leadership and management of the early years provision

The childminder has made an enthusiastic commitment to setting up her childminding service. With a clear understanding of areas where she wants to develop, the childminder demonstrates that she has the ability to drive

improvement within her own setting. She has clear systems for her documentation and shares all her policies with parents at the outset to ensure they are fully informed of the service she offers. The detailed risk assessments effectively help the childminder identify hazards and reduce the risks to children in the home, garden and when away from the setting.

The childminder has organised her setting well, she allows the children access to the whole of the ground floor. The good use of space on the ground floor allows for a child friendly environment. Within the play area children can access most of the play equipment themselves. The children also have access to the fully enclosed garden to the rear of the property which is used daily as part of the children's learning environment. All children are able to enjoy and achieve in their time within the setting as the childminder has a clear understanding of offering different activities to allow children of different age groups and abilities to share the same experiences. With positive attitudes from the childminder and good resources within the play area children receive positive images of a multi-cultural society.

Parents receive detailed information through the childminder's policies and procedures and daily verbal exchanges which include details about their child's food intake, nappy changes, sleeps and things they have enjoyed doing each day.

Children are protected by the childminder's secure knowledge of signs and symptoms to look out for that may alert her that a child may be at risk. This is backed up with clearly written policies for the childminder's reference and parents information. Furthermore, children are protected by the strict collection policies the childminder has in place. The childminder has a good understanding regarding the children's individual needs and interests and how to meet them. All necessary written parental permissions are in place and the childminder regularly requests comments from parents, and all comments were positive. Although details of authorised people to collect children are recorded, some clarification is required regarding who has legal contact and who has legal parental responsibility for the child.

The quality and standards of the early years provision and outcomes for children

Children arrive happy and contented and separate from their parents with ease. They establish themselves well within the play area which is an enabling environment allowing children to make their own independent choices about their play. Children respond well to the childminder as she shares games and stories with them and joins in with their chosen play. The level of concentration from young children is impressive as they develop good hand eye coordination and gain a better understanding of shape and colour. From the organised activities such as play dough, children are encouraged to develop their exploration and investigative skills of modelling and mixing different colours together. Books and stories are a frequent part of the day, all children can access books appropriate to their level of ability and the book area allows children to look at books comfortably. The childminder shares stories with younger children and makes them interesting and interactive as they are encouraged to lift flaps and find things in the pictures.

Through stories, the children's language is encouraged by the childminder as they repeat words. Children continue to develop their understanding of print through the good labelling around the room, for example, the clear boxes with labels of the play equipment that is stored inside. Children start to find out about numbers and to count using books and rhymes. They explore small worlds and use their imagination as they listen to music and play with toys. Children's health is promoted through taking care with hygiene, ensuring they are not exposed to infection and providing them with nutritious meals, snacks and drinks throughout the day. Children enjoy regular fresh air and opportunities to practise physical skills at the garden and the park.

Children's physical development is greatly encouraged by the childminder. Through activities within the home young children are developing well in their hand eye coordination and sense of space. The childminder also uses the garden for a large part of the day and regularly takes the children to a local groups, and trips to the park and actively encourages the children to walk. Children are also developing a good understanding of healthy eating by the quality of home cooking provided by the childminder. The childminder offers plenty of praise and encouragement as the children achieve and the children respond with good behaviour. The childminder is consistent and caring towards the children. She ensures they understand the rules of the home and works with parents to ensure consistency between her home and the child's home when dealing with behaviour management. Partnership with parents are good and both verbal and written information is shared with them. The childminder uses a scrap book to record observations of the children, these are shared with parents. The childminder has started to link these to her general planning of activities. Children are covering all areas of learning and development and have good opportunities to explore the world around them, through trips around the local parks and farm. The childminder is keen to further develop these systems to ensure the records are shared with the parents so they are able to contribute to their children's learning. The childminder has a good understanding of child development and how this relates to the six areas of learning, she displays a good knowledge of individual children and effectively challenges all children through play and discussion. The childminder has started the self-evaluation process and has made good progress working towards achieving her identified areas for improvement.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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