

Inspection report for early years provision

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Inspection date	17/12/2009
Inspector	Patricia Mary Champion
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).

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.

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Description of the childminding

The childminder was registered in 1998. She lives with her husband and two children aged 12 and 15 years. They live in a house in a residential area in Upminster in the London Borough of Havering. All areas of the childminder's house are registered for childminding. Access is via one low step into the house. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children at any one time and is currently minding one child in the early years age group. The childminder drives or walks to local schools to take and collect children. The family has a dog, a puppy and two budgerigars as pets.

The childminder also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder attends the local carer and toddler group on a regular basis and takes children to the local park and library. She 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 are cared for in a welcoming, safe and secure environment. A broad range of interesting activities enable children to make good progress and systems for individualised planning and assessment are developing well. The effective partnership with parents is a key strength and ensures that children are happy and feel secure. The childminder is fully committed to the continual improvement of her provision and her effective self-evaluation means that her plans for the future are effectively targeted.

What steps need to be taken to improve provision further?

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

- update consent agreements regarding medication and record details of any changes to the prescriptions or the support required
- develop the activity planning and provision for outdoor play to ensure all areas of learning are routinely covered.

The effectiveness of leadership and management of the early years provision

Children benefit from the care of an enthusiastic and experienced childminder. She has developed written policies and procedures that underpin all aspects of her

practice. Children are safeguarded because the childminder has a sound understanding of her child protection responsibilities. She has a written child protection policy and the child protection guidelines from the Local Safeguarding Children Board (LSCB) are readily accessible. Since the last inspection the childminder has moved home and she has ensured that risk assessments now accurately relate to the new premises. High standards of cleanliness and effective safety measures are maintained throughout the play environment. Risk assessment is also undertaken regarding any outings. There is a water feature in the garden and the childminder has discussed this with parents so that they understand that children are always closely supervised when they play outdoors. High-quality, stimulating resources are sourced and effectively deployed indoors to allow children to choose with safety and independence.

The childminder has a very positive attitude towards the further development of her childminding service. She has recently completed a Level 3 qualification in children's care, learning and development and also holds training certificates in relation to first aid, food hygiene, child protection and equal opportunities. More courses have been booked for next year. The childminder seeks advice from her development worker and she is on the waiting list to join a childminding network. Her many strengths are recorded on her self-evaluation, areas for further development are recognised and plans for the future effectively ensure that outcomes for children continuously improve.

The childminder ensures that her practice is inclusive and that all children can participate fully in the activities. A suitable variety of toys and books that show positive images are in constant use and this increases children's familiarity with different cultures, traditions and varying disabilities.

The childminder establishes exceedingly effective relationships with parents. Information is exchanged on a daily basis through daily diaries, text messages and verbal dialogue. An informative portfolio has been compiled with a wealth of information about the childminding service. Parents have read the policies and procedures and the childminder ensures that they are fully involved in the children's learning when they are invited to contribute photographs for their 'All about me' and 'Learning journey' books. The childminder takes account of both parents' and the children's views. Questionnaires are distributed and the childminder discusses any changes she proposes, for example, parents and children were consulted prior to the childminder getting the new puppy. Many complementary written comments were viewed and parents express their satisfaction by commending the childminder on her ability to settle children and the wide range of educational and creative activities she provides. The childminder effectively shares and gathers information with the key persons working in the pre-schools the children attend. This helps with transitions and builds continuity in their care and learning.

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

The childminder provides very interesting activities that encourage children to become confident learners who spend their time productively. The designated play room is equipped with a stimulating variety of resources. Many opportunities are provided for children to be creative and imaginative, for example, they enjoy making Christmas cards using glue, glitter and photographs of their activities and outings. Interaction is stimulating and the childminder uses effective questioning and listening skills to develop language and vocabulary. Plenty of praise and encouragement is given to acknowledge children's good attempts and accomplishments and this raises confidence and self-esteem. Sensitive settling in procedures and liaison with parents ensure that children new to the setting are content and that the childminder has good knowledge of their care and welfare needs.

Children begin to develop skills for the future as they have routine contact with good quality books, puzzles and role-play equipment. They select books for pleasure and look at them with the childminder. An understanding of colours, numbers and counting is incorporated into the daily routine. The childminder adapts her activities for children of all ages and has developed a good understanding of how young children learn. She is confidently using the Early Years Foundation Stage (EYFS) framework to carry out systematic observations that identify learning priorities. The childminder has collated many photographs and examples of the children's artwork as evidence of their progress and achievements. However, she has not yet monitored her activity planning to ensure that all areas of learning are routinely covered. The childminder has also identified a need to improve the provision for outdoor play to ensure that a wider range of resources are provided in the garden. Stimulating outings are organised in the vicinity to develop children's knowledge and understanding of the world and love of animals. For example, children visit country parks and nature reserves to feed the ducks or view the deer.

Children's welfare and safety is given a high priority. The childminder tests her fire alarms and has devised and practised procedures so that children can swiftly evacuate the premises in an emergency. Children have opportunities for exercise and fresh air each day, which contributes to a healthy lifestyle. There are established hygiene routines so that children adopt healthy habits and they eat nutritious meals. The childminder is knowledgeable about individual children's dietary and medical needs. Although the childminder always records when she gives medication to children, there is potential for misunderstandings as she does not always gather sufficient information from parents when prescriptions are changed.

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	1

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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