

## Inspection report for early years provision

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<b>Unique reference number</b>	118947
<b>Inspection date</b>	01/12/2009
<b>Inspector</b>	Rufia Uddin
<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.

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 has been registered since 1988. She lives with her husband and four adult children. They live in a house in a residential area of Upminster, in the London borough of Havering. The premises are close to local amenities such as the park, shops, and schools. Apart from the front room, the whole of the ground floor is used for childminding. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children at any one time and is currently minding three children in the early years age range. The childminder helps run a local carer and toddler group, and is a member of the National Childminding Association (NCMA).

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and well settled, and are respected and valued as individuals. Children enjoy the time they spend with the childminder and her family. They are healthy, safe and have developed secure relationships with the childminder and her family. The childminder's clear understanding of their individual needs contributes to the good progress they are making in their learning and development. The childminder has developed good partnerships with parents, working closely with them to provide children with an inclusive environment where every child matters. Self evaluation was not completed at inspection but the childminder is aware of her strengths and weaknesses and areas she wants to improve.

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

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

- keep a record of risk assessments clearly stating when it was carried out, by whom, the date of review and any action taken following a review or incident. (Suitable premises, environment & equipment) 05/01/2010

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

- develop the links between sensitive observational assessments and planning of activities that include children's interests, so that all children's individual needs continue to be met
- continue to develop knowledge of the early years foundation stage and develop a system for planning, evaluating and assessing the activities and opportunities provided for children
- update complaints procedures to include the current contact details of Ofsted

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

Children's wellbeing is promoted because the childminder has a sound understanding of her role in safeguarding children, and is fully aware of the procedures to follow should a concern arise. Parents are made aware of her responsibilities prior to their children attending the setting. Although risk assessments of the premises, equipment and outings have been carried out, these are not formally recorded. Therefore potential hazards cannot be sufficiently monitored over longer periods of time and this has the potential to compromise children's safety. The childminder has produced her own written policies and procedures which are reflected in practice and shared with parents in their introductory material. All adults living in the family home are vetted appropriately and unvetted adults such as visitors are never left alone with children. The childminder is developing children's knowledge of road safety by talking to them about the safest places to cross.

Children benefit because the childminder has knowledge and understanding about equality and diversity and how to include all children. The childminder has experience of supporting children who have special educational needs and/or disabilities. The childminder knows how to seek support and understands the importance of working in close partnership with any outside agencies and providers involved with the children's care. The childminder demonstrated how she would support children who have English as an additional language. A balanced range of resources is easily accessible for all children and reflects the diversity within the community.

Partnerships with parents and others concerned with the children contribute to children's welfare and their learning and development. The childminder makes parents welcome in her home and gives them verbal feedback about their children's progress each day. A daily diary is used effectively to exchange information with parents; this includes information about children's sleep times, what they have eaten and activities and outings during the day. Policies and procedures are in place and are easily accessible for parents. Although the complaints procedure has not been updated to reflect the current contact details for Ofsted, parents are given clear information about the provision, both before their children start to attend and on an ongoing basis. Children's dietary needs are met well. Foods provided by parents are stored and prepared appropriately. The childminder has a secure understanding of the nutritional needs of children and provides healthy, balanced meals for them. School children are able to choose from a variety of snacks when they return from school including fruit, yoghurts and crisps. Children's health is promoted because the childminder uses discussion to encourage them to make healthy choices and learn to eat a balanced diet. Drinks are easily accessible to children.

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

Children enjoy a good mix of adult-led and child-initiated play. They benefit from caring and affectionate interaction with the childminder. They behave well and respect the behavioural boundaries that are in place in the home. The childminder is calm, consistent and respectful in the way she interacts with the children and this helps the children to feel happy and settled in the home. Children's language skills are encouraged as the childminder constantly talks with them whilst they play, asking questions, counting and suggesting different activities. The childminder encourages children's confidence and self-esteem by enthusiastically praising them and making them feel valued. For example, she tells them what a wonderful job they have done making their train track. Children learn the benefits of exercise and extend their physical skills as they play in the large garden. The childminder develops children's spoken language through conversations and questioning and children readily use mark making resources and share books. Children are valued and respected as individuals, are confident in the childminder's care and have good opportunities to learn about themselves and the wider world. They have access to a wide range of play resources designed to promote their understanding of diversity and the wider world, including dolls, dressing up clothes, music and books. They explore their local community as they go for walks and visit children's centres and the park. They play in the childminder's garden. The children go for walks to feed the ducks, and develop their balance and co-ordination as they use the slide and climbing frame in the park. Children can quietly rest or sleep when they are tired. They also enjoy relaxing activities such as painting and listening to stories. Although the childminder has yet to attend EYFS training, the childminder has a basic understanding of the Early Years Foundation Stage (EYFS) and of how young children learn through play and experiences. The childminder has started to make observations of the children and has identified children's starting points and next steps, however, she has not yet linked these to the general planning of activities and children's interests. This impacts on the progress that children make.

The childminder has attended first aid training, and is also considering attending additional training in order to secure future improvement. A good range of well organised records, policies and procedures are used effectively to promote positive outcomes for children in both their care and their learning. The childminder strives to continually develop her provision. She is well informed and has a clear training and development plan. Children have benefited from the improvements made since last inspection, for example, their development is now promoted by having access to a good range of play opportunities which help them to learn about diversity and the wider world. The childminder has begun to evaluate her service, and has identified that she needs to develop a system for planning, evaluating and assessing the activities and opportunities provided for children.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
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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