

Inspection report for early years provision

Unique reference number	EY389814
Inspection date	10/12/2009
Inspector	Jennifer Liverpool

Type of setting	Childminder
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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 2009. She lives with her husband and son aged four years in Harold Hill in the London borough of Havering. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of five children at any one time and is currently minding three children in the early years age group. Of these, one child attends for before and after school and the other children attend on a full and part time basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. She attends local toddler groups and takes children to the library and parks. 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 are making good progress in their learning and development because the childminder takes account of every child's stage of development, effectively monitors their progress and provides a stimulating range of activities. The childminder is attentive to the needs of every child in her care. Children are cared for in a safe, secure and welcoming environment that successfully promotes their welfare. The childminder works closely with parents and effectively uses relevant information to plan and meet the needs of every child in her care.

The childminder is able to appropriately monitor and self-assess her practice, making improvements to enhance the care provided for children.

What steps need to be taken to improve provision further?

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

- update the child protection policy to clearly show the procedures to be taken if an allegation is made against a member of the household
- share children's observational assessments with their parents in order that parents can be kept fully informed about their child's progress and be able to contribute to their learning and development

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection issues and she is clear about her responsibilities to safeguard children and protect them from harm. A range of policies guide the childminder in her practice and contributes to the

safety and welfare of children. Whilst the childminder is aware of the procedures to take if an allegation is made against a member of the household, this information is not yet recorded in the safeguarding policy document. Good security measures, such as closed circuit television and a visitors signing in book, assures that children are kept secure. The processes for risk assessment both indoors and outdoors are consistently monitored and reviewed to minimise hazards and ensure safety of the children. The childminder competently promotes children's good health through well organised daily routines.

The childminder demonstrates a good understanding of the importance of working with parents. She welcomes parents and encourages them to contribute to an initial assessment at the start of the children's placement to help her to understand and meet children's needs. The childminder respects parents' wishes to ensure that established routines are implemented, thus promoting consistent care for children. Daily informal discussions with parents ensure that they are kept informed of their child's general well-being and development. However, there is not yet a system for sharing children's progress records with them in order that they can contribute to their child's learning. Partnership with practitioners at the other settings that children attend is developing to ensure continuity of care for the individual child. The childminder is beginning to monitor her practice through self-assessments and she also uses a questionnaire checklist which she provides for parents to respond to the care provided for their children. Overall, the childminder demonstrates a capacity for continuous improvements for the outcomes for children.

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

Children settle very well in the childminder's home. The childminder's warm, caring and friendly manner enables children to develop close trustful relationships with her. A good range of safety equipment is in place and as a consequence of this all children can explore and move around safely. Children learn to take responsibilities for keeping themselves safe through reminders, stories about safety and when practising the emergency evacuation procedures. Children have access to a dedicated playroom that is fully equipped with a wide range of good quality toys that appeals to their interests, thus promoting children's choice and independence. Children's art work is attractively display at a level that they can see, which helps them to feel proud and that their work is valued. Effective daily routines and the childminder's own good practice reduces the risk of passing on infection or germs to children. Additionally, children know to remove their shoes on entering the house and they immediately go to the toilet to wash their hands before sitting down to play. This means that children have learnt the importance of good personal hygiene. Children are provided with a good range of healthy lunches and snacks encouraging them to develop healthy eating habits. The childminder ensures that ready cooked meals brought in from home are stored safely to prevent spoiling.

The childminder makes regular observations and records children's achievements in their profiles. This helps her to plan for each child to ensure that their learning and developmental needs are met. Whilst parents are aware of these observational

assessments, some of them have not seen their child's progress report to date. Children's assessments are linked to activity plans to fully support and extend their learning. There are good opportunities for children to talk with the childminder and other children about what they see, hear and do during quiet activities and on the way home from their pre-school. Playful conversations during nappy time, action and rhyme songs and labelling fully promote young children's communication and language. Younger children enjoy playing on the floor with a wide range of age appropriate toys that are colourful, make sounds and are of different textures. They press buttons on activity sets and listen attentively to the musical sounds, which enables them to make connections through their senses.

Children benefit from the childminder's sound understanding of equality and inclusion as she ensures that all children have equal access to play materials and activities. In addition to this, activities are adapted for the abilities of individual children. For example, during painting and collage activities, young children are supported to recognise and name colours whilst older children are encouraged to count the number of snowflakes that they have created. Younger children are able to feel and explore the texture and colour of paints when participating in hand print activities. Children show interest in shapes and numbers and some can accurately count to 10, and recognised numbers up to five. The childminder obtains topic plans from the settings children attend and effectively uses these to continuously meet with children's learning experiences.

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	3

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	3
The effectiveness of partnerships	3
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

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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met