

Inspection report for early years provision

Unique reference number	EY385984
Inspection date	18/05/2010
Inspector	Sandra Daniels
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 2008. She lives with her partner and child aged six in Hornchurch in the London borough of Havering. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time and is currently caring for six children, some of whom attend on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts for the Childcare Register. The childminder also belongs to the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning because the childminder plans a wide variety of age appropriate activities that capture and sustain children interests. The childminder has developed a strong partnership with parents and collates lots of information pertaining to the children's individuality. Consequently she is able to effectively meet all of the children's needs. The childminder is committed to developing her practice and promoting ongoing improvement.

What steps need to be taken to improve provision further?

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

- develop systems for self-evaluation in order to identify strengths and areas for development and to set clear targets for future improvement.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded while in the childminder's care. She has a written policy outlining her responsibilities in this area, which meets all requirements and is shared with parents. Written risk assessments are completed within the home and for routine outings which ensure children are safe and secure. Children practise an emergency evacuation procedure with the childminder and they learn to take responsibility for their own safety during routine activities. For example, the childminder asks children to think about the consequences of not wearing shoes when playing on the decking. After a brief discussion, children put on their shoes. The childminder has a good range of documentation to ensure the safe management of the provision and all required parental consents are in place.

The childminder effectively organises her home and resources to ensure children have good access to a wide range of good quality, age appropriate resources

inside and out. Children have access to the whole of the ground floor of the premises and pictures, posters and their own art work provide visual stimuli, creating a welcoming, child-friendly environment. The childminder monitors and evaluates her practice and provides opportunities for parents and children to express their opinions on the provision on a daily basis. However, self-evaluation systems do not yet clearly identify specific goals and targets for improvement. The childminder demonstrates a willingness to embark on further training and liaises effectively with other agencies and professionals to ensure she keeps up-to-date with current guidelines and legislation. Good working partnerships with parents ensures both written and verbal information is exchanged daily about children's individual needs and progress. 'Learning Journeys' are completed and shared with parents regularly. Parents sign to acknowledge their understanding of all policies and procedures which are reviewed regularly.

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

The children are very happy and confident and clearly enjoy their time with the childminder. She is very attentive and provides a mix of adult led activities and free play which appeals to the children. Children benefit from the continuity and stability afforded to them as a result of the childminder providing a good balance with the experiences children receive at school. For example, children have been planting and growing at school and have developed a keen interest. With the childminder, they have planted strawberries, tomatoes and some herbs in the garden. This activity is skilfully extended by the childminder as children draw pictures to make laminated labels for their plants. Each child is encouraged to write their name on the back of each picture. A discussion around the table about what the children will do with their plants when they are grown, leads to them wondering if they could sell them to raise some money for a charity. On a recent day trip to Thorndon Park, children spent their time working co-operatively together to build a den from branches. The childminder talks with children about their school day and allows them to rest or be active as they choose. There are opportunities for children to read with the childminder and to practise writing and spelling.

Children's independence and social interactions are encouraged successfully. They set the table for dinner and serve themselves to food when it is safe to do so. Interactions between the children and the childminder are lively and enthusiastic and children have many opportunities to make choices and decisions about their care and play. They behave very well in response to the childminder's calm and consistent approach, together with her clear expectations and explanations. Older children are encouraged to consider the consequences of particular behaviours and to negotiate and resolve their own conflicts.

Children learn about healthy lifestyles as they have daily access to outdoor play and enjoy freshly cooked, nutritious meals with the childminder. Water is available to drink at all times and children understand why they need to wash their hands at certain times.

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	3
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----