

Inspection report for early years provision

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Inspection date	22/02/2010
Inspector	Jennifer Liverpool
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.

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 husband and their four-year-old daughter in Ilford in the London borough of Redbridge. 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 four children under eight years at any one time, and of these, two may be in the early years age range. The childminder is currently minding three children in the early years age range on a part time basis. She is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. The childminder walks and drives to the local school to take and collect children. She regularly attends the local toddler and childminding groups. 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 happy and settled in a welcoming environment where they enjoy a variety of play opportunities. Resources are plentiful and used purposefully in ways that enable children to progress well in their learning and development, although observational assessments require minor improvements. Strong partnerships with parents and other providers contribute to good quality care and support inclusive practice. Effective daily routines and procedures fully promote the welfare of children. The childminder is committed to evaluating her practices and aims to improve the provision for children.

What steps need to be taken to improve provision further?

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

- put systems in place to monitor visitors when they are on the premises in order to enhance children's security
- ensure all parents have opportunities to contribute their views and take part in the self-evaluation of the provision for their children
- further improve the procedures for observational assessment through identifying and planning for the next steps in children's learning to ensure that children continue to make good progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding and child protection issues and knows what to do if she has concerns about a child in her care.

Comprehensive risk assessments are conducted to identify and address potential hazards, including when embarking on outings, and daily safety checks ensure a safe environment for children. In addition there are regular evacuation procedures in place to help children keep safe in the event of an emergency. The childminder is qualified in first aid so that children receive appropriate treatment in the event of an accident. The childminder verifies the identity of visitors through examining identification documentation, however; systems are not yet in place to fully monitor visitors when they are on the premises.

The childminder demonstrates a commitment to promoting inclusive practice. For example, parents are actively involved in the settling in process. This ensures that the arrangements in place are tailored to the individual needs of the child. Additionally, the childminder ensures that all children participate in activities through adapting activities to individual children's pace of learning and providing developmentally appropriate equipment for different ages and abilities. The resources are safe, plentiful and suitable for their purpose. The childminder engages well with parents, which contributes to children's well-being, development and learning. Clear information detailing children's particular needs is gathered upon entry and as a result of this, the childminder knows each child very well and meets their individual needs regarding routines. Daily verbal information and a care diary of how children spend their day are shared with parents, which help to provide children with consistent care between the home and the childminder. She provides observational reports, samples of children's work and photographic evidence to ensure that parents know how their children are progressing. The childminder has started to involve parents in contributing their views to ongoing improvements, although the views of new parents are not yet included. The childminder has developed good partnerships with other providers in the children's lives, which promotes continuity of care and learning.

All required documentation for the safe management of children is in place, well maintained and effectively organised so that records are easily accessible. The childminder has attended a number of training courses to learn new skills and keep up to date with changes to improve the care she provides for children. She has successfully tackled the recommendations raised at the last inspection. Consequently, the childminder has developed an up-to-date understanding of safeguarding children issues and has put in place very sound communication systems keep parents fully informed about their child's care routine and daily activities. The childminder continues to review her practices, identifying strengths and key areas for development. Plans are in place to develop the outdoor play resources so that children can be offered a wider range of learning experiences outdoors. Overall, the childminder demonstrates the capacity to make improvements to the outcomes for children.

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

Children are happy and settled in the childminder's care. They are cared for in a warm and clean environment where they benefit immensely from effective levels of cleanliness and hygiene in the house that helps to minimise the risk of germs.

Children know to remove their shoes when in the house and to wash their hands at routine times. In addition to this, children are developing an understanding of looking after their environment as they willingly help to tidy up before lunch. Children's mark-making and artwork are on display around the room. This enables children to feel proud of themselves and develop a sense of belonging in the childminder's home.

They behave well because they all receive positive responses to their questions and constant praise and encouragement for their achievements. Children have easy access to a broad range of good quality toys and equipment, which allow them to make decisions about their play and learning. They are developing a healthy interest in books as they frequently help themselves to books from a well resourced book area. Children are developing a recognition of numbers and they learn about simple shapes and sizes, which are useful skills for the future.

The childminder uses her knowledge of child development and how children learn to organise the day, which in turn increases children's enjoyment and their potential to achieve. Observations and assessments are regularly completed and samples of children's work and photographic evidence show how well children progress over a period of time. However, the childminder is not yet using the information gathered about the child to identify and inform the planning of the next steps in their learning. This is to ensure that they continue to make good progress. The childminder places good emphasis on children developing effective social skills, such as sharing, taking turns and caring for others. Children demonstrate caring attitudes as they respond very well to requests for taking turns when playing with toys and when older children show younger children where to put the toys when tidying up. Children are beginning to learn about their own and other cultures as they are encouraged to talk about their home life and take part in celebrating Diwali and Chinese New Year. Children are learning about the features of their environment as they visit parks, shops and places of interest, such as museums, where they see a wide collection of toys from the past and present. Young children are able to examine a range of materials, such as play dough and jelly, making connections through using their senses. Older children are provided with opportunities to discover at first hand the changes made to jelly cubes when they are put into warm water. Children are developing the skills to make sense of why things happen and how they work.

The childminder values children's individuality as she is responsive to parents' wishes about their child's care and she is attentive to children's personal care routines, such as sleeping and feeding. Young children's mobility and physical development is well supported as there is ample floor space to explore and move freely. Also, there is a good range of indoor and outdoor play equipment, such as push and pull along, and sit and ride toys and tricycles, that supports the development of children's large and small movements. Children learn to control their body and are gaining good physical skills appropriate to their stage of development when walking, running, climbing and riding mobile equipment. The childminder alerts children to possible dangers, which in turn increases their understanding of how to keep themselves safe. Children are provided with healthy and nutritious meals and snacks and are encouraged to learn about and adopt healthy lifestyles. Fresh drinking water is available at all times to prevent

dehydration and daily walks to the schools ensure that children get lots of fresh air.

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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