

## Inspection report for early years provision

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<b>Unique reference number</b>	EY336995
<b>Inspection date</b>	18/03/2010
<b>Inspector</b>	Marilyn Peacock

<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 lives with her partner and five children aged from seventeen to six years. They live in a house in Collier Row, a residential area to the north of the London borough of Havering. The home is within easy walking distance of local shops and schools. The whole ground floor of the childminder's house is to be used for childminding and there is a fully enclosed garden for outside play. The family have a pet boxer dog, two cats and a number of fish.

The childminder is registered to care for a maximum of five children under eight at any one time, three of whom may be in the early years age group, and is currently minding seven children in the early years age group on a part-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends local groups. 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 make good progress in all areas of learning because the childminder is fully aware of the next steps on their learning journey. Systems of reflective practice are embedded in to her regular routines and help ensure continuous improvement. Parents speak highly of the care and learning provided they enjoy the friendly, but professional relationship they share with the childminder.

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

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

- carry out a full risk assessment for each type of outing and review the assessment before embarking on each specific outing

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

Children are safeguarded by the childminder's clear policies and procedures. Her good understanding of local safeguarding procedures ensure that they are well protected should there be concerns. The childminder has created a safe, welcoming environment for children. A full risk assessment of the house and garden has been produced and any risks identified minimised and daily checks ensure this remains the case. The childminder has produced risk assessments for significant outings, but not for each individual outing which is a requirement.

The childminder is well organised, she has developed good systems for record keeping and all information on children is stored in a confidential manner. A full set of policies and procedures guide the childminder's day, these are shared with

parents and ensure they are fully aware of all aspects of her service. The childminder organises her home to meet the needs of the children that attend. Children are well supervised, the childminder ensures she is always available to support them by completing all her preparation before children arrive. Resources are within easy reach and children can access them independently.

A strong partnership with parents supports the childminder's inclusive environment. Good settling in procedures ensures that children's individual needs are known and fully met. Parents are made very welcome, they are encouraged to share information on children's home routines, their likes and dislikes, culture and family traditions. They are kept informed of their child's day through a daily diary and regular telephone calls. Parents are invited to comment on the childminder's service and speak very highly on the provision provided. They are made aware of the process to follow should they need to make a complaint and all arrangements are confirmed in writing. The childminder keeps herself up-to-date by attending training and attending regular network meetings to share ideas and good practice. She is keen to develop her service and effective self-evaluation help ensure continuous improvement.

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

Children are confident and relaxed in the childminder's care. The childminder's attention is focussed on the children's enjoyment. She organises the environment well to allow the children to choose freely from a good range of toys and equipment. They enjoy playing with push along toys. They giggle happily to the sounds the music mat makes and enjoy looking at the pictures in the board books. The childminder supports early language development by talking to children about what they are doing and repeating their early babblings using the correct language and grammar. The childminder completes plans covering all six areas of learning often planned around a theme, for example the theme of the three little pigs includes counting, building and story telling. She observes children's achievements and records her findings in their daily diary so that parents can share their children's experiences. Photographs show children's achievements and give a record for children's learning journey. Activities build on children's interests and their natural curiosity. Children attend a variety of clubs and groups giving them the opportunity to try out different experiences and to play with their peers.

Children's understanding of healthy living and a healthy way of life are re-enforced through daily opportunities to play outside they understand changing weather conditions and recognise that you need to wear suitable clothing. The childminder works with parents providing meals if that is their requirement or reheating foods they provide. All snacks are healthy mainly fruit and raisins and fresh drinking water is always within reach. The childminder creates a fully inclusive environment in which she meets children's individual care needs extremely well. Children's understanding of keeping safe is developed through good quality story books and well practiced routines when out and about. Children learn how to cross the road safely and think that the car does not work if they do not wear their seat belts.

## 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	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

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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	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