

Inspection report for early years provision

Unique reference number	EY401760
Inspection date	22/06/2010
Inspector	Natasha Parsons
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 2009. She lives with her family, including her 12 year old son, in South Woodford in the London borough of Redbridge. The whole of the childminder's home is used for childminding purposes, except for the main bedroom and her son's room. There is an enclosed garden available for outdoor play. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is registered to care for four children under eight years, three of whom may be in the early years age range. There are currently four children on roll, three of whom are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A well developed knowledge of each child's needs ensures the childminder successfully promotes children's welfare and learning. Children are safe and secure and enjoy learning about their local community and the world around them. Partnerships with parents are strong and are significant in ensuring that the needs of all children are met. This means that children progress well, given their age, ability and starting points. Effective self-reflection by the childminder ensures that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

What steps need to be taken to improve provision further?

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

- ensure observations link to the six areas of learning, and clearly demonstrate the progress children are making in their learning
- develop the range of ICT equipment available to promote children's future technology skills

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of safeguarding issues; she knows the procedures to follow if she observes worrying signs and how to report a concern. Consequently, a child at risk would be quickly identified and external support obtained; the safeguarding policy is shared with parents.

The childminder demonstrates a strong and enthusiastic commitment to her new role as a childminder. She has attended the relevant training necessary for registration and is planning to continue to develop her knowledge and understanding through additional regular training, for example food hygiene and baby signing courses. In addition she is supported by her local authority

development team and is considering making alliances with other childminders as a way of further developing her practice and for the sharing of expertise. She regularly reflects on her practice and acts on ideas; this develops practice, for example, a holistic treasure basket is to be provided for babies and young children.

There are effective working partnerships with parents. The childminder has relevant policies and procedures reflective of the many aspects of the care provided and these are made available to parents. There is daily discussion on arrival and collection of the children, and information is readily shared between home and the childminder who supports children's individual needs, for example settling and separation anxiety. She has developed useful information about herself and the service she provides and further seeks parental views through questionnaires. The childminder is committed to develop links with other providers who will share the care of the children, for example nursery workers, and this will ensure that there is continuity in the delivery of the Early Years Foundation Stage.

The childminder helps to promote children's understanding of equality and diversity through access to books and play materials. Children are encouraged to play with all of the resources regardless of their gender and they are encouraged to respect each other and to be considerate and kind.

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

Children make good progress in their learning and benefit from the attractive range of age appropriate equipment accessibly arranged so children can easily choose what they do. Children enjoy time playing with corn flour as they add colouring to change its appearance; they mould and pour sand, and enjoy playing with water in the garden. The childminder plans activities reflective of children's ages and level of concentration; they enjoy listening to stories as a group and individually. They develop their knowledge of nature as they learn about the life cycle of a butterfly and learn that print carries meaning. She effectively listens and responds to children's requests which encourages children to be confident in their play, independent and articulate, for example, children decide how they manage activities and when they play in the garden. She is very responsive to their non-verbal requests when they point and use body language, and recognises the signs when children are tired and responds appropriately. Children benefit from the individually planned settling in procedure implemented by the childminder to meet their needs, ensuring children feel welcomed and valued. The day is managed to meet children's differing care and learning needs, resulting in children who are relaxed, happy, and settled; they have formed good secure relationships with the childminder and their peers.

The childminder carries out observations of children and is beginning to link these to the six areas of learning. She identifies the next steps in children's learning, plans and discusses these with parents, and each child has an individual file they can access. The childminder knows what the children like to do and there are opportunities to develop their interests when they visit museums to see a dinosaur exhibition and visit a sea life centre to extend their learning about fish and their

habitat. Children's knowledge of the local community is promoted with regular outings to local parks, shops and childcare groups where the children play with a range of materials and mix with other children. Their physical skills are developed when they move freely in the home and garden, when they walk to the local school and go swimming weekly. The childminder is committed to develop the range of ICT equipment available to promote children's future technology skills.

Children's health and hygiene is promoted effectively. Children learn about hand washing before and after they eat, and cross infection is prevented with the use of individual wipes and ensuring children can independently keep their hands clean as they play with sand. The childminder promotes healthy eating when she provides well balanced meals, home cooked with fresh ingredients. Children enjoy fruit for snacks, and have water and milk to drink. Mealtimes are relaxed and fun when children have a picnic lunch outdoors and children actively indicate when they are ready to eat and how much. The childminder uses disposable gloves when changing nappies to avoid any risk of cross infection.

Children are kept safe in the well organised home and through the use of safety modifications including safety gates, harnesses used in buggies and low chairs. The childminder is well organised at the start of the day which ensures she can always supervise and respond to children's needs. Risk assessments are conducted, including for outings, and are regularly reviewed to meet children's changing needs and activities, for example, when using the garden and when taking children swimming.

The childminder provides an inclusive service; all children are valued and included. She effectively uses the knowledge she has about individual children to plan activities and to meet their different needs. Children's self-esteem and confidence is promoted when they are freely praised and their efforts are acknowledged.

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

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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	3

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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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