

Inspection report for early years provision

Unique reference number	118717
Inspection date	18/05/2010
Inspector	Amanda Gill

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.

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Description of the childminding

The childminder was registered in 1992. She lives with her husband and three adult children in a five bedroom, semi-detached house in a quiet residential area of Rainham 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 family have a bird (Golden Mantle Rosella).

The childminder may care for six children under eight years; of these, not more than three may be in the early years age group. There are currently three children on roll in the early years age group. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a good in-depth knowledge of each child as an individual, which supports her to successfully meet children's learning and welfare needs. Children are safe and secure in the childminder's home and on regular outings to the local and wider areas. The partnership with parents is a particular strength and contributes to meeting all children's needs. The childminder is consistently working to improve the outcomes for children by attending further training, which enhances her childcare practice. The childminder is beginning to reflect on her childcare practice and identify some areas for further improvement.

What steps need to be taken to improve provision further?

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

- improve the process of self-evaluation and reflective practice in order to clearly identify ways to improve outcomes for children
- develop current systems for the observation and assessment of children, ensure that these are used to enable children to achieve as much as they can in relation to their next steps and link them to the six areas of learning

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of child protection and how to safeguard all children in her care. Effective written safeguarding policies and procedures are in place to ensure children are protected. For example, clear and robust procedures are in place for the arrival and departure of all children and the childminder has a clear knowledge of her role and responsibilities in reporting safeguarding concerns. Robust visual and written risk assessments of her home are carried out daily and she takes prompt action to minimise any risks to the

children. All members of the household hold full Criminal Records Bureau checks and the childminder has a good understanding of how to protect the children from non vetted visitors to the home. The childminder holds a current first aid certificate. This means that she can give appropriate treatment if there is an accident to a child in her care. All accidents are recorded and signed by parents on collection.

The childminder ensures she effectively communicates on a daily basis with parents of the children in her care. The childminder shares all of her observations of the children with parents. The childminder is beginning to put together a portfolio for each child which includes on the spot notes from observations she has made and pictures of the children's activities and samples of their art work. Parents receive detailed daily verbal feedback about the day the children have had. The childminder has a good partnership with parents and other agencies, such as the local schools and pre-schools and this ensures continuity of the children in her care.

The childminder promotes an inclusive environment in which all children feel valued and included. She has a good knowledge and understanding of how to meet any special educational needs. There is a wide range of attractive resources accessible to children, including some which reflect diversity. Children enjoy the freedom to choose from accessible toys and games and are well supported by the childminder as she joins in their play. They keep busy and happy, benefiting from the interaction of the childminder as she encourages an interest in different activities.

The childminder has started to self-evaluate her practice and she is able to discuss clearly her strengths and has highlighted weaknesses in her practice. The childminder is beginning to reflect on her practice. She is interested in accessing more training and has recently completed thorough risk assessment and behaviour management training to enhance the service she is providing.

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

Children are happy, confident and exceptionally well settled in the comfortable and relaxed atmosphere of the childminder's home. The children are carefully nurtured by the warm close relationships they have with the childminder which ensure that the children are confident and feel secure to make choices from the activities and resources provided. Children gain self-confidence and independence as they select play activities, often becoming absorbed in independent exploration. They are encouraged to develop communication skills as the childminder talks with them and asks questions. Children's individual learning and development is very well supported by the in-depth knowledge that the childminder has of each child in her care. The childminder is aware of children's favourite resources such as the dolls and prams and responds to these appropriately in her provision, so that children become interested and active learners. The children learn about road safety through projects and discussion, such as the safest places to cross the road when walking to and from school.

The childminder takes time to find out about the children and their likes and dislikes which aids the children's settling in process. She is beginning to keep an observation folder for each child in the Early Years Foundation Stage. Each child has an assessment folder which the childminder uses to note significant milestones in each child's development. These assessments are also used to evaluate the activities that she provides. These observations are clear and focused although they do not include the next steps for development and she does not link her findings effectively to the six areas of learning. As a result, there are missed opportunities to further enhance the children's learning.

The childminder has a very calming nature about her which results in well behaved children who respond well to praise. The childminder ensures she is consistent in her approach to behaviour management and adapts it to the age and understanding of the children involved. Children are able to feel safe and very secure due to the vigilance of the childminder. Children participate in regular fire drills, which are evaluated to ensure children's safety is paramount and any concerns are highlighted and actioned straight away.

Children are carefully supported to learn good basic hygiene skills through the use of effective hygiene routines. Children take themselves to the toilet and wash their own hands. Some meals and snacks are provided by the childminder but this is left to parental choice as some choose to provide their own. The childminder takes detailed information about any special dietary restrictions and works closely with parents to ensure children's individual dietary needs are met. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. She actively encourages children to share and take turns and is careful to monitor the children at play, to ensure that toys and equipment are used safely and appropriately.

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	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