

Inspection report for early years provision

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Inspection date	05/07/2010
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.

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 registered in 2009, she lives with her husband and two children aged 11 and 9 years old in a 3 bedroom house, situated in a residential area of Rainham in the London borough of Havering. The premises are within easy access of public transport, shops, parks, schools and community resources. The whole of the childminder's home is registered for minding. The family do not have any pets.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school. The childminder is a member of the local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has excellent knowledge of each child's individual needs and this ensures that all aspects of the children's welfare and learning are well promoted. The children are safe and secure at all times in the care of the childminder and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly that the needs of all of the children are being met. Children are making excellent progress, given their age, ability and their starting points. Regular evaluation with the parents alongside the childminder ensures that any priorities for future development are identified and acted upon, which results in a service that is responsive to the needs of the parents. The childminder uses self-evaluation to great effect to reflect on her practice and is committed to the ongoing improvement of the setting.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to assess and develop the self evaluation process of everyday practice to maintain continuous improvement

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount to the childminder. Comprehensive policies and procedures are in place to protect the children from harm and neglect. The childminder has thorough knowledge and understanding of child protection issues

and the steps to follow against an allegation of abuse made towards the childminder and her family. Full risk assessments are carried out on the home and for outings. The childminder is fully aware of her responsibilities in ensuring the children are kept safe during an emergency. 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.

Well thought out emergency evacuation procedures are in place which keep the children safe in an emergency and are carried out on a regular basis. All smoke alarms are tested on a weekly basis and the childminder uses these to alert children when a fire drill is taking place. A comprehensive fire evacuation plan is in place for all areas of the home and displayed in the hallway. All adults in the home have completed Criminal Record Bureau checks. The childminder ensures children are protected from all adults who enter the premises and that they are never left alone with them.

The childminder promotes an inclusive environment in which all children feel valued and included. She has knowledge and understanding of how to meet any special educational needs. There is a wide range of attractive resources accessible to children, including a significant range which reflects diversity. The childminder is fully aware of the importance of teaching the children about different festivals and celebrations from around the world. The childminder tailors the activities to the age of the children that are participating in them, this ensures they are able to learn from the activities. Children learn about a wide range of festivals and the childminder takes time to find out about the children's backgrounds and uses this as well as her own background to teach the children. The childminder uses food shops in the local area to show the children foods from around the world. Children's learning of independent skills is enhanced through the careful placement of resources and activities in the room.

The childminder is driven to improve all areas of her practice through regular training and through consultation with the parents. The childminder is currently working towards her NVQ Level 3 qualification and has attended numerous courses to up date her knowledge and understanding of childcare practice since registration. The childminder consults the parents via daily feedback to ensure they are happy with the service she provides and to find out if they would like anything changed. The childminder also carries out ongoing assessments on her practice each time a child starts in her care and again as the child gets older and has changing needs. This ensures that the childminder is able to continually adapt her practice to meet the ongoing needs of the children that are attending. This contributes greatly to their care.

Through self-evaluation the childminder is continually reflecting on her practice and looking at ways to improve the service she provides. She is constantly looking at ways to develop current systems in place. The childminder consults the parents via questionnaires and daily feedback to ensure they are happy with the service she provides and to find out if they would like anything changed. The parents receive detailed daily feedback about the day the children have had. The childminder completes portfolios that contain pictures of the children's activities

and samples of their art work. The excellent partnership with parents ensures continuity of care of the children. The childminder is fully aware of her needs to ensure effective partnership with other agencies when the circumstances arise and has excellent links with her local primary school.

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

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 and her warm and nurturing nature. Children receive lots of cuddles and reassurance if and when they require it. This builds the children's self-esteem and their confidence.

The childminder plans extremely effectively for each child's individual needs. All planning starts with the childminder's observations in order for her to understand and consider their interests, development and learning. Children have clear and defined initial assessments, which the childminder works with the parents to obtain, and are making excellent progress from these. Observations are extremely detailed and have the next steps clearly outlined for the childminder to successfully progress the children further with their development. The childminder uses a broad spectrum of evidence to assess the progress the children are making, for example, she uses written observations, photographic evidence as well as the children's art work. These assessments are linked to the six areas of learning, consequently, the childminder is able to see what areas she needs to work on with the children. All activities that the children participate in are tailored for their specific age range and their abilities. As a result, children are making excellent progress in all areas of learning.

The childminder plans a week at a time and uses the children's interests and what is happening with the weather to plan activities for them. This keeps the planning flexible, fun and enjoyable for the children. Children are well supported in the acquisition of useful skills in literacy and numeracy which help them develop a range of excellent skills for the future. For example, they talk about pictures in books, learn to use phonetic sounds and actions, and use numbers and mathematical language such as, odds and evens in a range of different situations.

During activities the childminder supports the children exceptionally well. As a result the children are very keen to take part in the activities, such as listening to and reading stories, singing songs and playing musical instruments, puzzles and role play and art and craft. The childminder is very aware of children's likes and dislikes and ensures that children are kept stimulated and interested in the things around them every day. Children enjoy purposeful and exciting outings within the time they spend in the childminder's care such as, to the local library and supermarket. The children thoroughly enjoyed telling the unknown inspector about their trips to the supermarket and choosing their favourite meals for tea. This ensures that learning is not confined to the home but they learn in all

environments. This makes it fun and exciting for the children. The children learn about road safety through projects and daily discussion such as the safest places to cross the road and surrounding dangers.

Children have daily access to physical activities, through meaningful games, where the children learn about turn taking and working together, such as bubble blowing and chasing, as well as the more physical activities such as football and skipping. All activities are linked to what the children are learning about. Children are thoroughly protected from cross contamination and infection through extremely effective procedures in place. Children are taught about the importance of personal hygiene throughout their day at the childminder's. She also ensures the children wash hands before and after meals and snacks. All children have extremely healthy and nutritious meals and snacks. The childminder cooks her own fresh produce. The children also have opportunities to regularly make and produce their own meals for tea. The childminder works with the parents to ensure the meals meet the children's dietary requirements. The childminder provides the parents with weekly menu plans so they can see the freshly prepared and cooked meals the children will have. This ensures the parents are fully informed about the children's day.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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