

Inspection report for early years provision

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Inspection date	07/06/2010
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.

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Description of the childminding

The childminder was registered in 2009. She lives with her husband and two young children age four and one year in the area of Wanstead within the London borough of Redbridge. Children have access to the whole of the ground floor of the childminder's house. The bathroom facilities are located on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to provide care for a maximum of four children under eight years and of these, two may be in the early years age group at any one time. There is one child in the early years age range on roll attending part time and two children in the later years attending before and after school. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The childminder regularly takes children to toddler groups and visits to the local park. 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 are making good progress in relation to their starting point because the childminder provides a purposeful range of opportunities to fully promote their learning and development. She takes account of children's different developmental and learning needs, ensuring the learning environment is available to all of them and promoting equality and diversity. Effective partnerships with parents and other professionals fully support children within the setting. Children's health is effectively promoted and their welfare is appropriately safeguarded. The childminder has reviewed and developed her practice for children, demonstrating an ability to maintain continuous improvements.

What steps need to be taken to improve provision further?

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

- share observational assessment records with parents to strengthen their involvement in their child's learning and development
- develop the risk assessment to cover anything with which children may come into contact, in order to fully promote their safety.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates sound knowledge and understanding of safeguarding issues and the procedures to follow if she has concerns about a child in her care. This helps her to protect children from harm and neglect. Adequate

risk assessment procedures are in place, which identifies and addresses potential hazards indoors, allowing children to move freely and play safely indoors. However, a ladder propped up on the wall and loose bricks in a wheelbarrow located at the rear section of the garden can pose a risk to children's safety. The childminder holds a current first aid certificate and there is a fully stocked first aid kit on the premises. This means that children can receive appropriate care if there is an accident. The childminder has comprehensive policies and procedures to fully promote the good health of children. All relevant documentation for the welfare of children is in place, confidential and maintained. The system for record-keeping is organised well and all records are easily accessible and readily available for inspection.

The childminder has established strong relationships with parents, working closely with them to ensure children's care needs are met. There is a frequent flow of information regarding children's routine care between the childminder and parents through the use of daily diaries. This promotes continuity of care. Parents have access to samples of children's work that are on wall display and photographs of their child participating in activities. However, whilst they are made aware of the procedures for observation and assessment, they have not yet been provided with opportunities to view their child's written observation report. Policies are shared with parents at the earliest opportunities to ensure that they are well informed about the provision for their child. The childminder makes good links with advisors and other childminders to keep up to date with changes. She reads the Early Years Foundation Stage practice guidance and other materials to learn new skills. In addition to this, she reflects on her practice and has identified areas that she is doing well and areas to improve. The childminder demonstrates ambition and drive to maintain continuous improvements for children.

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

Children are well cared for because the childminder is attentive and has a caring approach that enables children to develop close trusting relationships with her. Every child receives lots of praise and encouragement, which helps them to develop confidence and good self-esteem. In addition, children's art work is displayed all around the room allowing them to appreciate what they and their peers can do. Children play well together and they often remind others to share toys. They interact happily with the childminder and confidently approach adults for assistance when they need to. Younger children are content playing independently and alongside the older children. The childminder is attentive to children's development and learning needs. She ensures that younger children are equally involved in the wide range of activities that are set out each day and adapts activities according to their stage of development. For example, during water play the childminder asks children meaningful questions about the use of water for washing and bathing; younger children are encouraged to explore and discover the bubbles in the water. Toys and equipment are in good condition and used well to support children's learning and development. Resources and displays depict positive images of all aspects of society. This helps children to learn to acknowledge and accept differences. The childminder actively promotes equality

and diversity.

The childminder has a good knowledge of individual children. This is because she encourages parents to complete an initial assessment of their child, which helps her to build on what children already know or can do. The childminder regularly observes children during free play and keeps a record of their achievements in written form, through photographs and samples of work. The childminder is beginning to identify the next steps in children's learning to ensure that they are moved on in their learning. Overall, the children are making good progress from their starting points. Children enjoy and learn from a varied range of activities indoors and outdoors. They explore the texture of dry sand and spend time engaged in filling and emptying pots of sand. Children's creative skills are encouraged through activities such as, painting, drawing and helping the childminder to bake cakes. They demonstrate good imagination when using dressing up clothes, props and dolls for pretend play. Children speak confidently to adults and their peers. Good questioning techniques enable children to express their thoughts and ideas and increase their vocabulary. Younger children squeal with delight when observing floating bubbles.

The childminder shares picture books with younger children, encouraging them to vocalise and communicate through actions and body movements. Children have access to a comfortable book area stocked with a good selection of books. This helps children to develop a healthy interest in books. All children benefit immensely from outings and visits to toddler groups. These activities support children in learning about their environment and develop social skills. Children can count up to 20 and recognise numbers up to 10. The childminder provides books, posters and practical activities, such as, simple rhymes and songs to support children in their understanding of shapes, numbers and measurements.

Children are learning about keeping themselves safe when responding to requests to sit down when eating and they regularly take part in practising the emergency evacuation procedures. Children play in a clean environment and they learn the importance of good personal hygiene. The childminder's good practice helps to prevent the spread of cross infection or germs. For example, footwear is not worn in the rooms, each child has their own hand towels and table tops are cleaned before and after food preparation. Children receive a range of healthy and nutritious meals which meets with their dietary requirements. The childminder monitor drinks and food intake and nappy changes to ensure that younger children remain healthy.

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	3
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	3
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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