

Inspection report for early years provision

Unique reference number	EY308030
Inspection date	29/09/2010
Inspector	Marilyn Peacock
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 2005 and lives with her husband and two young children aged three and six years of age in a house in Hornchurch in the London borough of Havering.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of four children under eight years when working alone and when working with another childminder may care for six children under eight years. The childminder is also able to work with an assistant and is currently minding two children under eight years of age. The childminder is not registered to care for children overnight.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making suitable progress in their learning and development they enjoy their time at the childminders she knows them well and understands their individuality and changing needs. The childminder is still getting to grips with the Early Years Foundation Stage and she does not fully understand how children learn through play as there is an over emphasis on getting children ready for school. Relationships with parents are a basis but developing appropriately. Systems to evaluate the care and learning provided have not yet been introduced however the childminder is enthusiastic and keen to develop her service.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make sure a full risk assessment is carried out for each type of outing. The assessment should be reviewed before embarking on each specific outing. (safeguarding and promoting children's welfare) 30/11/2010

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

- further develop your knowledge and understanding of the Early Years Foundation Stage and the principles which underpin it
- develop a culture of reflective practice and self evaluation to identify strengths and priorities for development to improve the quality of the provision for children
- develop assessment systems and ensure that observations of children's

learning so far are used to identify each child's next steps and plan learning experiences that will enable children to make suitable progress.

The effectiveness of leadership and management of the early years provision

Children are protected from harm or neglect as the childminder has a satisfactory understanding of her role in safeguarding children. Children are well supervised at all times. A risk assessment has been carried out on all areas of the home and garden and suitable steps taken to ensure children are safe and secure. The childminder has conducted a risk assessment for outings, however this is general assessment and does not identify any specific risks each individual outing may present.

All the required policies and procedures are in place and parents have signed consents and permissions including permission to seek emergency medical advice or treatment. Fire and emergency evacuations are practised regularly and all the required fire fighting equipment is in place including working smoke alarms and a fire blanket therefore children are suitably protected in an emergency.

The partnership with parents is developing well. Parents receive a very detailed diary each day; this gives parents a valuable picture of how their child has spent their day. Parents are very happy with the care and learning experiences provided for their children. Certificates are displayed and an accurate record is kept of children's attendance. Settling in is important to the childminder and she takes time to get to know each child's individual traits and what makes each child unique.

Although the childminder has attended training on the Early Years Foundation Stage she has not fully incorporated the principles which underpin the Early Years Foundation Stage into her practices. Planning and activities tend to concentrate on what she thinks children need to know before attending school and not how children learn through play. Observations of children's learning are sporadic and next steps in children's learning are not regularly identified or acted on. As there is no formal assessment system in place parents have few opportunities to contribute to children's learning and development. Although the childminder is very keen to develop her provision and improve outcomes for children, self evaluation and reflective practice have not been introduced into her daily routines.

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

Children play in a clean and comfortable environment where they are safe to explore. Children are happy and children new to the setting are settling well. The childminder has spent time getting to know their routines and understands how to make them comfortable she recognises the cry when they are hungry and keeps to the parent's routines when laying them down to rest.

The childminder recognises the importance of positive praise when managing children's behaviour and uses age appropriate strategies to encourage acceptable behaviour. Older children take an active part in putting together a few house rules which are displayed prominently in the hallway for them to see. Children enjoy healthy snacks of fruit and vegetable sticks and if parents wish the childminder provides a healthy cooked meal. The childminder talks to children about healthy eating and foods which are good for them. They enjoy picking fruit from the fruit trees in the garden and have regular opportunities to take in fresh air and learn about the local community. A satisfactory range of toys and resources are available for the children and there is some self selection available. The childminder reinforces key messages of safety including road safety and stranger danger therefore children are learning how to stay safe.

The childminder is caring and attentive to children she plans her day so that she can spend her time with the children and sits on the floor with the children at her knees reading from story books they have chosen for themselves. She helps children to complete jigsaw puzzles and encourages their creativity as they paint and draw pictures of people important to them. However, she over relies on worksheets, pre drawn pictures and alphabet books instead of using opportunities that arise from children's play to help them progress on their learning journey. There are some resources which reflect diversity and help children learn about the wider world and differences and similarities. Children are welcomed into the home by a welcome poster in their home languages, they enjoy sharing times of celebration with their peers

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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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