

Inspection report for early years provision

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Inspection date	23/11/2010
Inspector	Shaheen Belai
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 2001. She lives with her husband and adult son in Newbury Park, within the London borough of Redbridge. The whole of the ground floor and two bedrooms are available for childminding purposes. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years of age; of these three may be in the early years age range. The childminder currently has three children in the early years age range on roll, who attend on a full-time and part-time basis. The childminder is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and valued because the childminder provides an environment and service which supports children as individuals. Warm, positive and trusting relationships enable children to feel safe and have a sense of belonging. The childminder has a good understanding of the Early Years Foundation Stage and utilises this in the range of stimulating resources, and the high level of care she provides to children. She has established positive relationships with parents who have access to the childminder's policies and procedures. Processes for self-evaluation are in the early stages and need to be explored to evaluate all areas of the childminder's service. Since the last inspection the childminder has met all areas for improvement very well. This has enhanced the learning and welfare needs of children.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment includes all areas the children come into contact with, this includes assessing the safety of stairs
- develop on current systems of self-evaluation to reflect on overall practice to identify strengths and weaknesses in order to improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has all required policies and procedures in place to support the welfare of all children, which are reviewed periodically. Children are safeguarded

as a result of the childminder's knowledge and understanding of what to do if an allegation is made against her and who to report concerns to if she is worried about a child's welfare. Clear, accurate records are in place to contribute to safeguarding, for example attendance records are maintained as required. The home environment is exceptionally well organised and used effectively for minding purposes; this contributes to children having good opportunities to explore the environment with ease and confidence. The childminder has addressed safety well throughout the premises and supervises children very well, although she has not identified potential risks in relation to access to stairs. Equality and diversity is supported by the childminder to ensure children develop positive identities of themselves and others. For example, linguistic diversity is valued and the childminder has learnt key words and phrases, enabling children with their communication.

Communication with parents is good. The childminder communicates with parents daily at handovers, via telephone and the regular sharing of children's learning assessments. Parental feedback is sought on the service provided and they are also included in celebrations with their child. The partnership with parents contributes to children making good progress. The childminder has an awareness of the importance of working alongside other agencies to support children's needs. For example, she is aware of developing a rapport with the local nursery staff to support children's individual learning and developmental needs.

The childminder attends relevant training offered by her local authority to raise her professional knowledge as well as meeting specific requirements. For example, she has attended training in the Early Years Foundation Stage and first aid. The childminder has only recently begun to use systems for self-evaluation of her service. For example, she has initially started to reflect on her strengths and areas for improvement. She is committed to continuous improvement and has made significant improvement since her last inspection by addressing all recommendations raised. For example, documentation is in place to support children's health and safety, and activities and resources have been developed to provide children with a wide range of learning opportunities. The childminder also seeks the support of her local authority advisor, which has contributed to improvements being made.

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

Children show good progress as they access a wide range of learning opportunities throughout the setting, both indoors and outdoors in the garden. They benefit from choosing their own play as well as being supported by the childminder in adult-led activities. The childminder uses her knowledge and experience to plan children's next steps in learning based on the regular observations she carries out. Children's learning journeys are in place from the on-set of them being settled in, with information gained and shared with parents daily. Regular evaluations of observations indicate to the childminder how progress is being maintained. The children's learning profiles are shared with parents periodically to allow for them to

contribute and be made aware of their child's progress.

Children have strong, positive relationships with the childminder and they seek her for reassurance when there is a visitor to the home or they want comfort in general. They welcome the input of the childminder, who engages in activities with them, talks to them at their level and ensures they have access to a wide range of stimulating activities. The carefully selected resources set out ensure children develop good concentration skills, and are kept challenged and interested for long periods without becoming bored. The organisation of the ground floor ensures children participate in a range of activities and scenarios, for example there is a cosy book area and creative play is set out to ensure it is easy to clear away. Children enjoy messy and creative activities, such as play dough. Children have ample opportunities for problem solving, such as using grading cups and matching shapes to grids. Young babies enjoy a range of sensory play materials and resources that light up. Children are eager to go outdoors and they quickly settle into outdoor activities to promote their physical development, such as digging sand and running around the garden in games with the childminder. Children enjoy mark making as they use jotter pads and markers to produce pictures using their imagination. Regular visits to the mobile book library enhance children's interests in books and ensures children have access to a variety of books. Children use a wide range of battery operated educational resources, such as a cash register and resources to support cognitive learning in young infants. Opportunities to learn about the wider world are catered for, for example children play with toy animals, explore the local woodland and celebrate festivals. Children behave very well and receive positive support from the childminder to enable them to gain confidence to deal with issues of sharing. They make a positive contribution to the setting, such as clearing away play resources and assisting in setting up activities with the childminder.

Children's welfare is promoted well by the childminder. Children develop an understanding of their own safety as the childminder teaches children practical methods of how to keep safe. For example, she teaches children how to come down stairs safely or why it is dangerous to stand on chairs. The childminder uses harnesses and safety seats for young infants and ensures babies are sleeping in appropriate equipment. Children have developed a good understanding of protecting themselves from the spread of germs. For example, they know where their individual flannels are stored for use at meal and snack times, and they know to wash their hands when returning from outdoor play. Children are developing an understanding of healthy eating through the provision of healthy snacks and the involvement of children in cooking activities. Children are developing skills which are age appropriate.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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