

Inspection report for early years provision

Unique reference number	EY396571
Inspection date	29/11/2010
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 2009. She lives in a three bedroom town house with her husband and three children aged eight, five and two year old in the Romford area of Essex in the London borough of Havering. The kitchen, living room, one bedroom and toilet and wash hand basin are used for childminding purposes. Additionally, there is a secure outdoor garden. Large children's play area and local parks near by. The childminder is registered to care for no more than four children under eight years; of these, not more than two may be in the early years age group, and of these not more than 1 may be under one year at any one time. This provision is registered by Ofsted on the Early Years Register and that compulsory and voluntary parts of the Childcare Register. The childminder is currently minding one child in the Early years and three children over five years. The childminder is also registered to provide overnight care for one child over five years of age.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is caring, providing children with positive care in a homely environment, where she ensures children's individual care needs are met. Well organised documentation guides the childminder's day and through the use of self evaluation she is beginning to reflect on her practice to continuously improve the outcomes for children that attend. The childminder's skill at planning to meet the needs of children under fives is developing well and children are starting to make progress towards the Early Learning Goals. The partnership with parents is friendly and professional and good two way communication ensures children's changing welfare needs are met.

What steps need to be taken to improve provision further?

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

- make sure that risk assessments cover all outings and regular trips
- provide a suitable range of resources and activities which are reflective of all six areas of learning, and are appropriate for individual ages and stages of development of children attending.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the signs and symptoms of abuse and the reporting systems used by the Safeguarding Children board. A comprehensive policy guides her practice and is available to parents. Ofsted have

been informed of recent changes to the household and the required checks are being undertaken to ensure children's continuing safety. The premises are safe as the childminder has carried out detailed risk assessments of her premises and has taken the necessary steps to minimise risks. She has started to assess some of her regular outings and trips to ensure children are safe when away from the home but others have been missed out for example, trips to the library and local forest. The childminder has written evacuation plans, illustrated diagrams of possible evacuation routes and fire evacuation procedures are practiced regularly with the children therefore children are safe in an emergency situation. In addition the childminder has obtained prior written consent to seek emergency medical advice or treatment therefore can act according to parent's wishes should that not be available in an emergency.

The childminder is well organised she has developed good systems of record keeping and all information on the children is stored in a confidential manner. An adequate range of resources are available and within easy reach of the children so that they can access them independently. The childminder has a wish list of toys and equipment she would like to purchase to give children a broader choice of activities and resources which reflect all six areas of learning. The childminder has made a good start on her observations and assessments processes and the children's next steps on their learning journey are realistic and achievable. Self evaluation is still in its infancy but the childminder understands the importance of reflective practice and has started to evaluate activities to better meet the outcomes for children that attend.

The partnership with parents is progressing well, they share useful information on their child's welfare regularly with the childminder. The childminder has developed a set of policies and procedures which are unique to the provision which she shares with parents when they settle their child into her care. A helpful daily information sheet keeps parents informed of their child's day, what they have eaten and the child's wow moments. The systems for sharing information on children's learning with different provisions is developing well - the childminder talks to the local school regularly about activities children enjoy while in her care.

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

Children are content and settled in the childminder's care, she knows them well and incorporates their preferences into her daily routines. The youngest child enjoys dancing around the room bouncing up and down to the music therefore she ensures that music of all types is playing in the background. Behaviour is managed effectively with strategies that encourage good behaviour - role modeling, using positive praise and start charts. Children learn about the wider world using good quality books, maps and an interactive globe helps children find places they have talked about. Photographs of famous men and woman modern day and historical are displayed encouraging children to talk about past and present events. The youngest child enjoys building towers with large plastic blocks and shaking shakers along to his favorite songs. He is starting to understand how books operate. The

childminder is always on hand to offer encouragement to try new things and introduce new vocabulary. Children learn about weight and measures when they help with cooking activities and their understanding of the wider world, nature and how things work is helped by visits to the local museum, along with trips to the park and forest. Children that speak languages other than English at home have words displayed in their home language.

Children learn about healthy eating at snack time and regular hygiene rules are maintained by the childminder who ensures even the youngest children wash their hands at appropriate times. Children's home sleep patterns are maintained as much as possible school runs permitting. The childminder knows children's likes and dislikes as far as food is concerned and ensures these are met at meal times. Older children help to plan the menus in advance and talk about food which is good for you. Friday is cooking day where they help prepare the meal from scratch, then eat it together around the dining table. The older children pair up with the youngest to help them share and take turns at preparation. The childminder reminds children about staying safe. They understand the rules of walking on the inside when on the roads and know that the car does not go anywhere if they are not strapping in or if they are squabbling or misbehaving.

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	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

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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