

Inspection report for early years provision

Unique reference number	EY391607
Inspection date	13/12/2010
Inspector	Caroline Preston
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 in Dagenham, within the London borough of Barking and Dagenham. The whole of the ground floor and one bedroom on the first floor is used for childminding purposes. There is an enclosed garden for outdoor play. Access to the premises is via a low step into the entrance area. The childminder is registered to care for a maximum of six children at any one time, no more than three may be in the early years age range. She is currently minding two children in this age range. She also offers care to children aged over five years to 11 years. The childminder is registered on the Early Years Register, the Compulsory and Voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met because the childminder knows the children well. This successfully promotes the children's welfare and learning. Children are safe and secure and enjoy their time at the setting. Partnerships with parents have been established and good feedback from parent questionnaire confirms this. Regular self-assessment ensures weaknesses are addressed and managed. This supports better practice and a better service.

What steps need to be taken to improve provision further?

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

- introduce activities that promote differences in the wider world.

The effectiveness of leadership and management of the early years provision

A clear understanding and knowledge of safeguarding procedures helps to protect children. In-depth risk assessments, well written policies and procedures safeguards children. Recent training undertaken by the childminder includes child protection, first aid, fire safety which is used to meet the needs of the children. Children have access to a good range of play resources which are age and stage appropriate and easily accessible. Space is used effectively both inside and outside, so that children can move freely and make their own choices.

Children are treated as individuals and have access to play resources that promote differences such as small world people, and all children can access them easily. However there are missed opportunities to further extend their understanding through a range of different activities. A clear understanding of areas of weakness and strengths helps improve the practice offered by the childminder. For example

making links with the school and other agencies. Effective partnership with parents has supported the current settling in period for new children, daily discussions and end of day feedback has worked well.

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

Children progress well towards the early learning goals, because the childminder has a good understanding of their individual needs. Detailed observations and assessments clearly show what stage children are at and their future steps for development. Strong questioning challenges the children in their learning and supports their progress. Children enjoy mark making using crayons, they are confident when using mathematical language during waterplay. Children enjoy physical play in the garden, they play football and basketball, making choices and interacting well.

Children feel safe as they demonstrate they feel secure in the setting , they move freely and are independent. They understand rules of behavior, they take turns with the ball showing respect for each other. They learn about stranger danger and road safety through discussions and when out and about in the community. Children learn about healthy lifestyles when learning about fruit which is a new experience for them. Parents are sent home leaflets about the fruit topic and what fruits children will be introduced to. Children are confident and understand hygiene routines such as washing hands before and after meals and after using the toilet. They are respectful of each other, make their own choices and have access to play resources promoting differences. However there too few activities that extends their awareness and understanding of others who live in the wider world. Children read stories and have access to programmable toys which supports their understanding of technology. During water play they use mathematical language and are able to count beyond ten.

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	3
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	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	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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