

## Inspection report for early years provision

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<b>Unique reference number</b>	EY342805
<b>Inspection date</b>	19/01/2011
<b>Inspector</b>	Beryl Witheridge
<b>Type of setting</b>	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 was registered in 2006. She lives with her husband and two school aged children in the London Borough of Newham. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children at any one time of whom three may be in the early years age group. She is currently minding two children in the early years age group, part time. The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The childminder walks to local schools to take and collect children. The childminder attends the local childminding network group.

The childminder can support children with special educational needs and/or disabilities. She is a member of an approved childminding network. 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.

The childminder demonstrates a secure knowledge of each child she cares for which supports her to meet their individual learning and development. Children's safety and well-being are promoted well because the childminder has a good understanding of the welfare requirements and acts upon these. The childminder has a flexible partnership with parents but is not involving them fully in their children's future learning. The childminder uses reflective practice to help identify where her strengths and weaknesses lie. This helps with the self-evaluation process so that the areas for improvement are identified and planned for. She is very positive about continuing her training to ensure that she is updating her knowledge and following best practice.

## What steps need to be taken to improve provision further?

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

- develop the use of observations of children's interests and achievements in planning for the next steps in their learning
- improve the opportunities for children to make choices about what they do by selecting more of their own toys and play activities
- maintain a regular two-way flow of information, knowledge and expertise both with parents and with other Early Years Foundation Stage settings that children attend, to help support and extend children's learning and development

## **The effectiveness of leadership and management of the early years provision**

The childminder is committed to promoting children's welfare. She ensures all adults who work or live in the house are suitable to do so and hold current Criminal Record Bureau checks. The childminder has undertaken recent safeguarding children training and is clear about possible signs of abuse. She has a good knowledge of the procedures to follow should she have any concerns about a child in her care. She has a clearly written safeguarding policy which is shared with the parents. Regular evacuation drills are carried out and recorded, so children know how to protect themselves in an emergency. Written permission is obtained from parents for taking children on trips and a risk assessment is completed for these. The risk assessment of the home and resources is thorough and completed regularly to ensure children are safe and to protect them from injury.

All children benefit from being cared for in a comfortable, child orientated and welcoming environment. Resources are freely accessible; they are stored in labelled boxes so children know what is available for them to play with. However they are not always able to make free choices as the planned activities are strictly adhered to, sometimes taking away children's freedom to choose. There is plenty of space to play in and have fun. All resources and equipment are good quality and checked regularly for any damage.

Equality and diversity are fully acknowledged. The children and the childminder discuss their differences and similarities and share the festivals and celebrations from their own cultures as well as others. The provision of equipment and resources providing positive images for children is good.

The childminder has a good working relationship with parents. All parents receive a copy of the written policies and procedures. Parents share the starting point for their child with the childminder. The childminder undertakes written observations and assessments of the children. She has recently improved her recording and identification of next steps but has not yet shared these with the parents; so they are not meaningfully involved in the future learning for their child. The identified next steps are used by the childminder to lead her planning, which she does weekly, taking account of children's individual needs. Parents are given an annual questionnaire regarding her provision. One parent commented that 'she is happy with the care given to her children and that they are happy with the childminder'. The childminder has yet to establish links with other professionals who are involved in the care of the child, as one child has only just started to attend a nursery. She understands the importance of meeting with them to discuss the child's progress and to ensure that continuity of care is provided.

The childminder is able to maintain continuous improvement, she aims to improve and extend her provision for parents and children. She has begun to use self-evaluation and reflect on her practices, she critically looks at what she is providing; she takes positive steps to improve; such as undertaking further training, asking parents for their opinions of her service and meeting with other childminders, she is a member of the local childminding network, to gain knowledge and

understanding of her role. She actively seeks for ways to ensure that children are receiving the best care and education that she is able to offer.

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

The childminder uses the Early Years Foundation Stage well in providing children with opportunities to extend their learning and development. Children enjoy a range of age appropriate activities and the childminder is skilled at extending the children's play and helping them to extend their language and understanding. She asks open questions and enables the children to think for themselves. When they are using the play-dough they are cutting out shapes and all children are able to recognise the different shapes and comment on the texture of the play-dough. There is a wide range of challenging and stimulating toys and activities for children to enjoy. Children love to use their imaginations and dressing up, they discuss and negotiate their roles and the form their activity is going to take and work well together.

The childminder uses positive reinforcement of their achievements through praise and encouragement; this helps children to feel good about themselves and their abilities. Children are expected to respect and care for each other; this is reflected in the high standard of their behaviour. The childminder is an excellent role model and leads by example. The relationship between the children and the childminder and her family is one of closeness and respect. The children enjoy their time while in her care and this is fully reflected in the way they respond to her and each other.

The environment in which the children are cared for is totally child orientated. There are many brightly coloured and educational pictures and posters around the room. Children's welfare and safety is fully considered and promoted. They learn about the importance of personal hygiene routines. This is supported with posters by the sink about how to wash their hands and why. One child explains clearly to the inspector what each picture depicts and what they must do. Parents are encouraged to provide a toothbrush for their children to extend their understanding of good oral health. Outdoor play, regular walks, trips to local parks and places of local interest as well as attending the Children's Centre help to promote children's physical development and their interest in the local environment and the world around them. Children are provided with a wide range of experiences which contribute towards their learning and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
The effectiveness of the setting's engagement with parents and carers	3

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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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