

Inspection report for early years provision

Unique reference number	EY394759
Inspection date	15/12/2010
Inspector	Caroline Preston

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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 2009. She lives with her husband and children aged five and nine years in Hornchurch in the London borough of Havering, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding purposes. The childminder is registered to care for a maximum of five children under eight years at any one time, of whom no more than three may be the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on 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.

The childminder has a good knowledge of each child's needs and helps them make good progress against the early learning goals. Children are safe and secure and thoroughly enjoy learning, which is a key strength of this provision. The effective partnership with parents supports each child's all-round development, although this is not fully extended to include the sharing of information with other professionals involved in the care of the child. Regular self-evaluation improves practice and ensures children receive a good standard of care and education.

What steps need to be taken to improve provision further?

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

- develop further the partnerships with other professionals, sharing information to enable continuity of care for the child.

The effectiveness of leadership and management of the early years provision

Children's welfare is positively promoted through robust safeguarding procedures. The childminder's clear understanding of child protection procedures supports this. All adults living on the premises have undergone suitability checks and all required records are in place, including a daily record of attendance. Clear, thorough risk assessments ensure children are kept safe indoors and when on trips. Children have access to an excellent range of resources that support their learning, all of which are easily accessible. The environment is welcoming and spacious and well organised to enable children to learn and play.

The childminder supports inclusive practice and enables children to have access to

play resources and activities that promote diversity. She has a good range of policies that includes supporting and caring for children with special educational needs. Partnership with parents is highly effective; the childminder speaks to parents regularly, shares photographs and observations with them and has a good system in place for gathering information from new parents to her provision. However, too few links have been made with other settings, such as, discussing children's progress against the early learning goals with the school. The childminder regularly evaluates her provision in order to improve the service offered to children.

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

Children have excellent opportunities to enjoy and achieve, because the play resources and daily planning of activities support all areas of development. Children access toys from the outstandingly resourced playroom that are interesting and stimulating. Planning is very detailed and covers many topics throughout the year. It is aimed specifically at the age and stage of development of each child, covering their next steps for learning. Records of children's achievements show the good progress children have made against the early learning goals since starting with the childminder. One to one care supports children's social development and enables them to build a good relationship with the childminder. Children feel safe as they play and interact with the childminder, They learn about many things, including road safety and rules of behaviour, through topic work.

Children learn about a healthy lifestyle through eating a variety of fruits and snacks and having plenty of physical exercise.. Children are encouraged to follow good hygiene routines, which keep them free from infection, for example, washing their hands when appropriate. Children learn about the wider world through a range of adult and child led activities and available play resources. Young children show their independence as they make choices about their play and ask questions, supporting language development.

Children of all ages are skillful in using programmable toys. They understand how to make them work, and successfully use them to support problem-solving. Children have free access to a wide variety of books that help to support their understanding of literacy Young children enjoy looking at picture books with one word on a page whilst older children share more complex books. Children enjoy creative activities and have plenty of opportunities to mark make with paint and crayons.

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	1
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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	1
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met