

Inspection report for early years provision

Unique reference number	EY406289
Inspection date	07/02/2011
Inspector	Jill Nugent

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 registered in 2010. She is a member of the National Childminding Association. She lives with her husband and three children aged two, six and eight years in a house in Hainault in the London Borough of Redbridge. Access to the house is via three steps up from the driveway. The whole of the house is used for childminding and there is a secure garden for outdoor play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight, of whom two may be in the early years age group, at any one time. Currently she has four children on roll and of these, three are in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming provision for children where they quickly develop a sense of belonging. She prioritises children's well-being and liaises closely with parents to ensure that each child's needs are met appropriately. Children are well supported as they enjoy a variety of play activities, enabling them to engage in a range of learning experiences. The childminder seeks training opportunities in order to increase her knowledge and understanding of childcare and continually improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- explore ways to provide outdoor play experiences for children throughout the year
- develop further the system of observational assessment in order to plan more effectively to meet children's individual learning needs.

The effectiveness of leadership and management of the early years provision

The childminder has all the required documentation in place. Her written policies and procedures provide a very good framework for her practice. She is particularly attentive to issues of safety and ensures that children are safeguarded while in her care. She carries out rigorous risk assessments of her premises, and each type of outing, so that she is able to minimise all potential hazards. She has a good understanding of child protection issues and knows what to do if she has any concerns about children.

The childminder has a good working partnership with parents, providing clear information for them about her childcare provision and feeding back daily. Parents appreciate the opportunity to view the childminder's observation records and exchange information about their children's progress. The childminder ensures that children feel valued and included in her setting. She shares her time between children in the group and encourages older children to help her with routine tasks, encouraging them to understand the needs of younger children.

The childminder is aware of the need to work in partnership with other providers and professionals in order to ensure continuity of care for individual children. She has good procedures in place to support children at times of transition. She has a wide range of resources in the setting, offering children much choice. Her toys and books are attractive and suitable for children of all ages. Children have opportunities for outdoor play in the garden during the summer months, and also visits to local parks, although the childminder is not proactive in creating opportunities for outdoor play throughout the year.

The childminder reflects on the different aspects of her practice using a process of self-evaluation and is aware of her strengths. Since registration she has concentrated on putting in place effective systems and procedures to enable her to cater for the needs of different children. She is interested in attending further training and selects courses appropriate to her own professional needs in order to develop her knowledge and understanding of the Early Years Foundation Stage.

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

Children gain self-confidence as they participate in play activities with the support of the childminder. They enjoy good opportunities to explore freely, learning to use their senses as they investigate attractive toys. They benefit from the interaction of the childminder who encourages active learning through her involvement. She asks questions that prompt children to think and acquire new skills, for example, using numbers in different situations. Children develop close relationships with each other and play happily. They have much fun, for instance, when playing together inside a play tent. The childminder's calm approach encourages children to behave responsibly and learn to respect others.

The childminder has introduced a system of observational assessment and uses it to note observations of children's progress so that she can move them on in their learning. She has a good understanding of how young children learn through play and extends them effectively through conversation, for example, when helping children with a challenging puzzle. She plans additional activities around particular themes, making sure that she covers all six areas of learning. However, her system is not yet fully effective in enabling her to focus her planning around individual children's learning needs.

Children feel safe and secure in the setting as the childminder has various safety

measures in place and supervises children closely. Her menu is varied and healthy so that children learn the importance of healthy eating. They have an increasing understanding of good hygiene practices. The childminder liaises with parents regarding children's diets and respects their views, for example, making sure that children have a certain amount of fresh fruit each day. She encourages children to make decisions for themselves by offering a choice of play activities throughout the day. In this way children's interest is maintained. They respond with enthusiasm to the childminder as she suggests ideas and learn to share fairly with others in the group.

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

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