

Inspection report for early years provision

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Inspection date	17/02/2011
Inspector	Shaheen Belai
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 2001. She lives with her husband and two adult children in Hainault in the London Borough of Redbridge. The whole of the ground floor and one bedroom, and bathroom on the first floor is used for childminding purposes. There is an enclosed outdoor play area for children's use.

The childminder is registered to care for a maximum of six children under eight years of age; of these three may be in the early years age range. The childminder currently has three children in the early years age range on roll, attending both part-time and full-time. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The childminder is a member of her local childminder's network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making sound progress in their learning and development because the childminder is secure in her knowledge of the Early Years Foundation Stage curriculum. Children engage in a stimulating range of activities on the whole and access a variety of resources to support their development. Positive partnership with parents and the recognition given to working with other agencies promotes continuity of care, allowing for individual needs to be met. A good range of policies and procedures contribute to children's health and on the whole, children's safety is well managed. The childminder has begun to address self-evaluation and has addressed previous recommendations to improve learning opportunities for children. This demonstrates the childminder's commitment to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- provide young infants with regular opportunities to explore a wide range of creative activities, sensory and exploratory play
- review evacuation drills to ensure all children are included, records maintained are as recommended and a safe collection point is identified
- explore and address other methods of self-evaluation to reflect on all areas of the service provided on a regular basis

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of safeguarding procedures and implements a range of policies and procedures to support this. Children benefit from the high levels of supervision and adult attention they receive from both the childminder and her assistant; this contributes to the children being respected as individuals. All required documentation is in place to contribute to children's safety, for example attendance records and visitors details are maintained. Parental consents are sought in writing to support children's safety and welfare, such as for seeking emergency medical assistance and for children to be taken on outings. Regular risk assessments are carried out of the premises, for outings and specific activities the children engage in. Children have access to a range of good quality resources, which are deployed to support independence and self choice. Children have also have access to a developing range of resources to reflect diversity and allow them to respect and value differences. Emergency evacuation procedures are in place and are practiced with children, yet they have not been fully reviewed to assess the procedures effectiveness in the case of a real emergency.

The childminder works closely and professionally with parents. They are provided with copies of the childminder's wide range of policies and procedures, this includes the complaints procedure. Parental views are sought, they are asked to complete parental questionnaires. Parental feedback is positive about the service they and their child receive. Systems are in place for sharing information on a daily basis, such as daily verbal discussions at handovers or the use of a daily record diary. In addition, the childminder shares children's observational records to ensure parents are kept informed of the progress being made by their child. This also allows for parents to be included to support the next steps in their child's learning. The childminder is aware of developing links with other agencies to extend continuity of care, for example when children begin to attend other settings delivering the Early Years Foundation Stage framework. A clear routine is in place which takes into account the individual needs and attendance of each child. This also allows for children to attend the local childminding group during the week on a regular basis.

The childminder is committed to developing her service and promote outcomes for children. She attends training regularly with her local authority and has completed a level 3 childcare qualification since the last inspection. She is committed to improvement and is exploring further training courses to attend and develop specific play resources for children. The childminder has begun to self-evaluate her service allowing her to identify strengths and areas for development, yet she recognises it is still in the early stages to give her a clear indication of reflecting her practice fully in all areas of the Early Years Foundation Stage framework.

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

Children have a strong sense of belonging, are happy and confident in the care of the childminder and their surroundings. Young infant's faces light up and they smile when the childminder talks to them, as she engages in play with them. They enjoy being cuddled and tickled by her. They settle into play as the childminder organises and provides play resources that reflect their interest but also offers them additional challenges and learning opportunities. Children are aware of their peers and welcome the company of the childminder as they play alongside each other. She ensures children receive high levels of adult attention and are given equal attention as individuals throughout the daily routine. Lots of laughter and chuckling can be heard as the childminder uses props, songs and rhymes with children. Children's language skills and vocabularies are supported and extended, as they show significant interest in the good range of books accessible to them. Children concentrate, explore and persevere as they address problem solving, such as learning to complete puzzles and sort shapes. These opportunities and the range of battery operated play resources children use, contribute to children developing skills for the future. Although the childminder provides a range of creative, 'messy' and exploratory play resources and activities, these are not provided on a regular basis to young infants to enhance their learning experiences fully. The regular use of the childminding group and the local park, allows children to participate in a range of physical activities to promote their well being. The children play well together or alongside each other. The childminder supports children to learn from a young age about how to behave well, using age appropriate methods. They receive lots of praise and recognition and any negative behaviour presented is managed skillfully by the childminder.

Children are supported to make good progress. Parents contribute to providing relevant information as part of the settling-in period to allow the childminder to effectively build on what the children already know. The childminder carries out observations and maintains a profile for each child; this includes written records and photographs. She plans observations to address the six areas of learning and identify progress being made; allowing for her to plan the next stage in the children's learning. The observational records are shared with parents to keep them informed and involved.

Children rest and eat according to their individual routines, especially in the case of young infants. Their health is promoted well and the childminder seeks information from parents about individual needs, such as sleep patterns and dietary needs. She provides children with healthy meals and snacks, or works to parental instructions if they wish to provide for themselves. Gentle reminders and steps taken by the childminder ensure children learn how to keep themselves safe and healthy. For example, children have their own towels, flannels and bedding. The childminder is trained in current first aid and has resources, procedures and documentation to address any health and safety issues, such as administering first aid and recording accidents.

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	3
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	2
The extent to which children make a positive contribution	2
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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