

Inspection report for early years provision

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Inspection date	18/02/2011
Inspector	Rufia uddin
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 was registered in 2001. She lives with her husband and two children aged 21 and 18 years in Woodford Green in the London borough of Redbridge. The premises are within easy reach of local schools, shops, parks, community resources and public transport. The whole of the downstairs of the house is used for childminding. There is a dedicated large conservatory for childminding and children eat in the kitchen. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age group. The childminder currently looks after two children in the early years age group on a full time and part-time basis. She also cares for two children aged over five years. The childminder is registered on the Early Years Register, and the compulsory part of the Childcare Register. The childminder attends local childminder support groups and children centres.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children settle quickly and enjoy playing in a well organised child-friendly setting as they access interesting play opportunities. They are able to make choices and the childminder supports their independence. Partnership with parents is good and communication with them is detailed. Written policies and procedures contribute to smooth running of the setting. The childminder has started to evaluate her service and has identified areas for improvement which demonstrates a commitment to improvement.

What steps need to be taken to improve provision further?

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

- further develop the links between sensitive observational assessments and the planning of activities that include children's interests, so that children's individual needs continue to be met
- develop the system of self-evaluation, clearly identifying areas for improvement to promote outcomes for children effectively.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of procedures to safeguard children, and of possible symptoms of abuse and how to record and report concerns. Written policies and procedures on safeguarding children are in place, including

what to do in the case of an allegation being made against the childminder or a member of her family. Children's safety is further promoted because the childminder has completed detailed risk assessments which cover all areas of the environment including outings. These contain details of when they were conducted and reviewed, and record who conducted them and help reduce risks to children. Gates restrict children's access to unsupervised areas such as the kitchen and the upstairs.

The childminder has good knowledge and understanding about equality and diversity and how to include all children. The childminder was able to demonstrate knowledge about supporting children who have English as an additional language, or who have special educational needs and/or disabilities. Children are valued and respected as individuals, are confident in the childminder's care, and have good opportunities to learn about themselves and the wider world. They have access to a good range of play resources designed to promote their understanding of diversity and the wider world including dolls, puzzles, music and books. Children benefit from the caring attitudes of the childminder and she provides them with individual attention. There is a good range of resources that are easily accessed by children inside and outdoors. This enables children to make suitable choices and decisions in their play. Children benefit from the childminder being a positive role model, treating children with care and respect. The children play well together, negotiating, sharing and taking turns. They are praised for positive behaviour, such as helping to tidy up.

Parents are provided with good information about the childminder and they are invited to contribute what they know about their child's needs and interests when their child first starts to attend. This identifies starting points and helps to focus on children's individual needs. Parents are kept informed of their child's achievements and progress through daily feedback. The childminder has good relationships with parents, is open and supportive and respects confidentiality.

The childminder is developing her knowledge and understanding of the Early Years Foundation Stage and as a consequence she is beginning to develop her understanding about how children learn and develop. The children are progressing in all areas of learning. The childminder has started to use observations and has identified children's starting points and next steps, but these are not yet fully linked to the general planning of activities to ensure children's individual learning needs are fully addressed. The childminder works in partnership with others, for example she collects children from nurseries, and discusses the children's needs with staff.

The childminder is committed to developing her practice. The childminder works with her childminder coordinator and other childminders to develop her childminding practices. The childminder has started to evaluate her service and identified some areas for improvement. The childminder intends to use an Ofsted self evaluation form to reflect continuously on her strengths and areas for improvement. The childminder has addressed a recommendation from the last inspection. This demonstrates her commitment to improvement.

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

Children benefit from easy access to good quality play resources. Children are offered a broad range of interesting activities each day. Children's creativity is developed because they have free access to an extensive range of art and craft materials to encourage their creativity. Children have good opportunities to express their own thoughts and ideas through art. Children explore the texture of thick paint as they create colourful collages and engage in messy play. Children benefit from opportunities to develop skills for the future, they develop their early technology skills as they play with programmable toys. Children have access to a wide selection of books and enjoy listening to stories read to them by the childminder. They enjoy dressing up and role play and singing familiar songs. The childminder uses activities and routines effectively to encourage children to count and to recognise numbers, shapes, colours and letters. Children take part in problem solving, matching and sorting activities. Children have opportunities to develop their social skills and play alongside other young children as they attend a childminding group and children centre, enabling them to develop an understanding of sharing, taking turns and securing relationships with their peers. They enjoy learning about the natural world through planting activities, and on outings to the park.

Children are encouraged to adopt healthy lifestyles. Children's health is promoted in an emergency situation because detailed written information is obtained from parents regarding their individual medical needs and parental consent for them to receive emergency medical treatment is requested. Secure procedures are in place to respond to accidents and all arrangements are discussed and agreed with parents, ensuring children's health and safety remains a priority at all times. Children's health is promoted because the childminder encourages children to take part in regular physical activity and exercise, for example by playing in the well equipped garden. Children enjoy regular fresh air and opportunities to practise physical skills when they visit the park. The childminder talks to children about good hygiene practice and helps them to become aware of the importance of hand washing after playing outside, after going to the toilet, and before eating. Children enjoy the good range of home cooked nutritious food. Menus are varied and take account of individual children's dietary and developmental needs. Children are encouraged to make healthy choices about what they eat and drink and to try new foods. Water is available for them to help themselves to, and fresh fruit, vegetables and healthy snacks are provided daily. The childminder promotes good behaviour by giving children lots of praise and encouragement and by providing them with many opportunities to develop their independent skills. As a result children are happy, confident and well behaved.

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	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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