

Inspection report for early years provision

Unique reference number	118835
Inspection date	28/02/2011
Inspector	Caroline Preston
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 1999. She lives with her husband and two children aged 16 and 14 years in Upminster, Essex. They live within walking distance of local schools, shops, parks and Upminster Station. All areas of the property are used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of six children at any one time, no more than four of which may be in the early years age range. She is currently caring for four children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered 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.

Overall children's needs are met, as they are safeguarded while in the care of the childminder. She understands safeguarding procedures and ensures the environment is safe and secure. Children enjoy many trips into the local community and learn about the natural world. Strong partnerships with parents and the local authority support children's well-being. Detailed self-evaluation has improved the service offered to children; the childminder has worked hard to improve areas such as the garden.

What steps need to be taken to improve provision further?

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

- develop further children's understanding of the wider world.

The effectiveness of leadership and management of the early years provision

Children are safeguarded, the childminder has a strong understanding of safeguarding procedures, and she holds a current first aid and public liability certificate, all of which is displayed. The home is safe and secure. Daily risk assessments are carried out including assessments for trips. All household members have undergone suitability checks; this supports the welfare of children. All required documents are in place to support the care of the children such as a daily register of attendance, accident, incident and medication folder, visitor book, children and parent details. Fire evacuation records show these are carried out regularly and support children's well-being. The childminder has also developed an extensive range of policies including safeguarding, lost child, equal opportunities, behaviour management, health and safety and outings and trips policy.

Strong partnership with parents supports children's care and well-being, daily feedback with parents builds relationships. Parents receive monthly newsletters with information about special events, holidays and festivals. Daily diaries are completed for younger children so parents are aware of how they have spent their day, a notice board with information, current health advice and weekly menus is available. Parents are invited to be involved with topic work, for example, the Jolifi travelling bear for the children is taken home, on holidays and weekends. This adds to the discussions of holidays with the children, parents contribute to this. Also the childminder and children watched caterpillars' metamorphosis as they grew into butterflies at home in a pavilion and the parents were as fascinated as the children watching them transform into painted ladies before being released into the wild. All of which encourages parents to become involved with their child's learning. The childminder also works with schools, pre-schools, other registered childminders and network coordinators.

Regular self-evaluation supports children's needs, for example each area of practice has been evaluated. The childminder draws on ideas from connections with Network childminders, newspapers, magazines and other childminders. Action plans are developed to decide what equipment and materials are best suited for the setting and how to obtain them for the children. Parents are asked for their views either by discussing ideas with them or in a written questionnaire form. The childminder has also completed childcare training to level 3. The childminder has applied for and been awarded a Quality and Access grant to fund necessary building works in the garden to improve the garden area for the children. She has also been awarded funding to purchase new ICT equipment; children now have a Yamaha keyboard and digital camera. The craft area has also been improved. There is now ample room for children to manage their craft in a dedicated play area. The childminder has also worked with the local authority to develop systems already in place to use ongoing assessment data, to ensure all children make progress. She has also been developing planning systems to clearly reflect children's next steps and allow for learning opportunities in the outdoor and indoor environment. The childminder has now been awarded the Quality Mark in the context of the Early Years. This shows commitment to improving practice and supporting the needs of the children.

Equality and diversity is promoted as all children have their individual needs met, parents are offered a copy of policies and procedures, so they can refer back to them at any time. All policies and procedures are written in Comic Sans which is easier for people with dyslexia. The childminder also has a translator on her computer so is able to translate policies in many languages. All children have the same access to play resources and activities. The new raised vegetable and herb garden and levelling and paving area in the garden has ensured that all children find the area more accessible, including those with disabilities.

Resources are deployed well across the home, children have easy access to toys, and there is also a large space both indoors and outdoors for children to play. The childminder supports the children in their play and ensures they are supervised well. Toys and resources are updated and added to due to the changes in the children being cared for or their increased ages. The garden is spacious with a good range of play resources, which also includes a raised vegetable garden for

children to plant in.

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

Young children enjoy role play with the camera. They are confident as they move fast easily across the playroom and show they have built close relationships with each other. All three children have been cared for by the childminder for a number of years, they show they feel secure in their surroundings. Children are happy and interact with the childminder, asking questions and taking photographs of each other. They enjoy spinning around in a circle in the middle of the room, using large physical skills. Children often visit local toddler groups, feed the ducks at the duck pond, visit south weald Country Park, farms and open spaces such as Thames Chase another open park. Children enjoy cooking soup such as celeriac and apple soup, cakes, biscuits and chopping and mixing vegetables. Children enjoy watching the falcon display and are in awe as they hold the owls and snakes. They celebrate St. George's Day and display the flags they have made. They create as they make bat masks and wear them for photographs. Children follow the leader through the leaves at clock house gardens. They make patterns in the mud wearing wellington boots, and dress up in clothes that reflect people that help us, such as the fireperson and doctor. They take part in messy play activities for example, cutting and sticking, using glue and different materials. They roll their sleeves up and take part in water activities as well as making and designing sun glasses.

Children enjoy concentrating and completing activity books, developing pen control and recognition of number and letters. They enjoy cutting and making different shapes with playdough, building a town with large Lego and painting with brushes. They take part in vegetable growing in the garden, learning how things grow and what foods are healthy. Children enjoy climbing up large play apparatus using ropes at Hainault forest, all of which supports physical development. Young babies make music with play drums and look at mirrors recognising themselves. Children enjoy tasting different foods during Chinese New Year celebrations such as noodles and prawn crackers and make masks and lanterns. They make hand prints and mark make with crayons, as well as counting on the caterpillar. Children take part in hop scotch games, build with bricks, balance and match shapes, different sized puzzles, large people matching puzzles, cotton reels, number books with various activities, make playdough shapes, such as sausages and balls, and line up bottles with numbers in the garden. Children enjoy foot printing, learning different colours such as yellow and green. They feel the textures of the paint on their feet and enjoy each other's company.

Each child has a learning journal detailing each child's learning and achievements as well as photographs across all areas of learning. Parents are also invited to offer comments and suggestions or to ask questions about the information within the folder. This supports parental partnership and the education and welfare of children.

Children learn about healthy eating as they make and design their own pizzas.

They take part in the crazy chef games and greedy gorilla game, which shows what foods are good and bad for you. They enjoy role play, shopping for healthy foods, and balancing activities at Thorndon Park, as well as learning about lifecycles by releasing butterflies in the garden. Children are confident feeding the squirrels at Raphael Park and enjoy walking through the park, learning about natural materials such as trees.

Topics include paint handprints, autumn leaves, fireworks, poppy making, collage, singing colour songs, I spy, traffic light games and sorting. The childminder has a strong understanding of the early years curriculum and each child's needs. She is able to plan a varied and interesting range of activities that promotes the early learning goals. Observations are carried out on each child showing what the children do, linking to the early learning goals, how the activity supports learning and next steps for development.

Children develop language and literacy through singing and dancing activities, role play with the doctor's set, letter games and becoming familiar with books. They learn to problem solve and develop numeracy skills. They have a balanced diet which includes cereal, toast, sandwiches and fruit for lunch. They enjoy ham and chicken and healthy drinks. Children are taught to wash their hands and general hygiene routines. Children take part in healthy activities such as trips to different parks and open spaces.

Children learn about safety as they meet and talk to the local police officers and fire people as well as get aboard and look around the fire engine. They understand boundaries of behaviour and listen when spoken to as well as treating each other with respect.

Children learn about the wider world by celebrating a range of cultural festivals such as Christmas, Chinese New Year and St David's Day. Children learn about the zodiac and which years they were born in. They use chopsticks and take part in dragon dancing. They role play being at the Chinese take away shop and make Chinese food such as chow mein and sweet and sour sauce. They enjoy designing and making Chinese New Year money envelopes, Chinese lanterns and dragon masks. All of which supports their understanding of different lifestyles. Children learn about Christmas making decorations, fir cones and crackers and cards. They also attend a nativity play and make marshmallow snowmen. They visit the reindeer, attend a Christmas party, make paper chains, listen to Christmas stories and sing Christmas songs. They have access to play resources that promote others, books and posters also support diversity. However, there are too few opportunities for children to learn about others in the community.

Children develop skills for the future, through communication, literacy, numeracy and ICT skills. Children explore when on trips as they collect and discuss various items that can be looked at through the magnifying glass. They learn by discussing the large world map, and puzzles. Children attend a variety of diversity fairs learning about culture dancing and food and customs.

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