

## Inspection report for early years provision

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<b>Unique reference number</b>	159547
<b>Inspection date</b>	01/03/2011
<b>Inspector</b>	Caroline Preston

<b>Type of setting</b>	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 since 2001. She lives with her husband and two children aged 15 and 16 years. They live in a house in a residential area of Harold Hill, Romford. The premises are close to local shops, parks and schools. The whole of the premises is used for childminding apart from the main bedroom which is made inaccessible. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of which may be in the early years age range. She is currently minding three children in this age range. 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 satisfactory.

Overall children's needs are met. Small children enjoy their play and are safe and secure in the setting. They have built strong relationships with the childminder and are happy. Partnerships with parents ensure that children's needs are met as daily relevant information is exchanged daily. The childminder has contact with local schools that minded children attend and she attends sports days and nativity plays. Sound self-evaluation supports the care and well-being of the children.

## **What steps need to be taken to improve provision further?**

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

- develop further activities and play experiences to incorporate all areas of learning
- develop further self-evaluation to improve the childminding service.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded as the childminder is able to identify signs and symptoms and follow appropriate procedures. She has also attended a recent safeguarding children refresher to child protection and risk assessment. Daily risk assessments are in place, for example, when on trips, as the childminder does not drive, she uses London transport, she ensures children are safe. When visiting the park, she checks for glass and dangerous objects before children are able to play. In the home the fire guard is in place, all plugs are covered, cupboards have locks on, cleaning products are locked away and every morning risk assessments are carried out. There are three smoke alarms in the home and a carbon monoxide detector. Children are supervised at all times. One child at a time is allowed on the

trampoline, permission is sought from parents. Parental permission has been sought for emergency medical treatment, children are aware of fire drill procedure. The childminder is currently first aid trained. Public liability is in place and all other required documentation, including a daily register of attendance, accident and medical records.

Play resources are easily accessible to children as they are stored around the playroom in plastic containers. These include books, construction, small world people, dolls and role play toys. Other toys include play resources for older children, including difficult puzzles, connect , lego, a big selection of board games, dolls, buggies, soft-bodied dolls, ironing board, high chair, doll's house with people, a set of four disabled people, target board, remote control cars, different types of bricks, different types of art and craft, fuzzy felts, chalks and beads. There is also a large range of garden play resources to support physical development. The childminder also uses the local community such as visits to the library, children's centre, two local toddler groups, parks, local circus and kid's kingdom.

Partnerships with parents are supported by completing daily diaries for younger children, which includes all they have eaten, sleep routines and toilet routines and a write up on what has happened that day or any concerns such as behaviour. All photos are put on disks and given to parents which show development and activities and that children are happy. Presents are given to parents at Christmas, Father's Day and Mother's Day which are made by the children. Children also make calendars to give to parents. Parents regularly text the childminder if they want to and are replied to by the childminder straight away. This supports working together and improving the care children receive. At the end of the day parents are told what activities children have taken part in. Partnerships with others such as the school are developed as the childminder is aware of topics that are covered and this is supported by discussing what the child has done at school. The childminder attends nativity plays and sports day.

Self-evaluation carried out in June 2010 shows that the childminder has a sound understanding of evaluating her practice. Her priorities for the future are for improvement, which is always the welfare of the children, to make sure they are happy, confident and progressing well. She does this by sound assessment and observation of the children and continual communication with the parents. To maintain continuous improvement, she is always looking for ways to improve the provision by ensuring each new child cared for has their needs met, by speaking to parents and listening to their requests, thoughts and comments. However, self-evaluation does not address all areas of the childminding service to support further development.

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

Young children enjoy putting together puzzles. The childminder discusses what is happening in the puzzle, for example, a little girl dressing. This supports language development and vocabulary with young children. She also supports the young

child to matching colours with objects, such as matching the colour pink with the pink pig, and the colour black with the black cat. This supports problem solving skills, matching and sorting and mathematics as she reinforces with the child counting to number 10. Topics covered include, transport, animals, bodies, weather, seasons, colours, shapes, healthy foods, numbers, safety, music and holidays. Observations are carried out for each child, for example, recorded observations for a young child include that they can point to a circle, square, triangle, heart, diamond, star and rectangle. Photographs show what children have achieved, for example, a child putting together a train track, demonstrating hand control, and they are able to push train around the track. Photographs show creative development as a young child uses paint brushes to paint, also using their fingers to create patterns. Young children enjoy messy play with cornflour outside in the garden; the child's next steps recorded are to be able to mix and make the cornflour himself. This shows that their individual progress is being observed and future progress is being planned, which is individual to them. Therefore, the childminder shows she has a sound understanding of promoting each child's individual needs in line with the early years curriculum. However, not all areas of the Early Years Foundation Stage are covered in everyday play experiences and activities.

Young children enjoy going for walks into the local community, pushing small toy buggies, and picking flowers to take home, also discovering some slugs along the way, which supports understanding of the natural world. This also promotes physical development by walking and understanding road safety. Young children enjoy mark making with crayons and using their imagination while playing with small tables placed upside down and cars. Young children make shapes by pushing cutters and shapes into playdough, and playing with skittles and counting how many are left standing, encouraging counting skills. Young children learn about transport as they draw around a bus shape and cars with a stencil, then decorate these with star shapes. They also enjoy mixing their own icing sugar with water, adding food colouring, which promotes creative skills. Young children enjoy putting together the kids connect activity, which promotes understanding of shape and size, as they make different patterns by putting different shapes together.

Children learn about safety as they learn about road safety. Small children are attached to reins when out with the childminder. During play children are reminded of safety issues, such as 'don't bang your head'. Children discuss stranger danger with the childminder, supporting their awareness of safety. During play with bats and balls, the childminder reminds children to be careful and not to hit each other. Children are reminded that cookers and fires are hot. Children who have specific allergies are reminded not to pick objects off the floor and put them into their mouths, and foods given to children are checked by the childminder, for example when visiting local groups. Children are taken for visits to the local fire station to learn about fire safety. Children learn about behaviour rules and are aware of boundaries, which supports their understanding of treating others kindly.

Children learn about healthy foods as menus are nutritious such as pasta and rice, vegetables, chilli, roast ham, fish fingers and lasagne. Drinks offered to children include water, fresh juice, and squash with no added sugar. The childminder discusses with children about foods that are good and bad for them and how to

keep a healthy heart. Discussions with parents help support healthy eating as parents are reminded to send in a healthy range of foods. Children are encouraged to exercise by going for bike rides into the local community, visits to the park, local groups and use of the garden and walking around the block with toy buggies. Children also visit the local play area. Children use apparatus such as swings, and children are also taken to the local library as well as visits to the local children's centre. Children also join other childminders for visits to the circus, kid's kingdom and bowling. Children learn about everyday hygiene routines, such as hand washing before and after eating and after using the toilet. Each child has their own towel which are different colours for each child. After playing in the garden children are encouraged to wash their hands.

Children learn about diversity by having access to play resources that promote differences such as books, puzzles and small play figures. Discussions with children support individual children's understanding as they talk about their own backgrounds, the different countries children's families originate from and discuss languages children speak and about visiting countries such as Italy.

Children develop skills for the future by problem solving as they put together puzzles, learn about numeracy and take part in role play activities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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

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