

## Inspection report for early years provision

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<b>Unique reference number</b>	118631
<b>Inspection date</b>	02/03/2011
<b>Inspector</b>	Shawleene Campbell

<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.

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 1976. She lives with her husband in a residential area of Upminster in the London borough of Havering. The whole of the ground floor is 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 under eight years at any one time; of these three may be in the early year age group. The childminder is currently caring for four children in the early years age range. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The family have one cat.

The childminder is a member of the National Childminding Association (NCMA) and she holds a level 4 childcare qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder knows children very well and is secure in her knowledge about children's individual needs, interests and developing personalities. She maintains a good two-way flow of communication with parents to ensure children's care, learning and development is effectively met. The childminder ensures no child in her care is disadvantaged because she makes sure resources and activities are accessible to all. The childminder has effectively used Ofsted's self-evaluation as a tool for reflective practice and to further develop her service and outcomes for children. Although the childminder has successfully addressed the recommendation made at the last inspection, systems for gathering and documenting children's initial assessment is yet to be fully developed.

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

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

- further develop initial assessment systems in partnerships with parents to effectively build on what children already know and extend children's learning and development
- build on current links with children's school to ensure a coherence of learning and development for all children in the Early Years Foundation Stage .

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

The childminder has a good understanding of child protection issues and procedures which effectively promotes children's welfare. The childminder has implemented a number of detailed policies and procedures that guide her practice. Required documentation is in place, organised and well maintained which contributes to the safe and efficient management of the setting.

The childminder has maintained a current first aid certificate and she has obtained essential written parental consent to ensure she is able to act in children's best interest should they require medical treatment. The childminder has gathered detailed information about children's individual needs and backgrounds to ensure they are known and met. This promotes inclusion.

Since the last inspection, the childminder has attended courses and workshops which further promotes the outcomes for children, for example Behaviour Management and Book Reading. The children are cared for in a safe and secure environment because regular risk assessments are carried out including outings. This ensures children's safety both indoor and outdoor.

There are effective processes in place for self-evaluation. Subsequently, the childminder has acquired observation and assessment records to further enhance current systems. The childminder has developed good relationships with parents. She values parents' views and this is sought through ongoing discussions and questionnaires. This further promotes effective partnership working. However, procedures have yet to be fully developed to ensure effective links are made with the children's school to enable the childminder to effectively support children's learning and development within the home.

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

The children are making good progress in all areas of their learning and development. The childminder has a good understanding of child development and as a result she extends children's learning by planning a wide range of experiences that are appropriate for children's age and stage of development. The childminder has a flexible approach to planning and children's learning and play is guided by their individual interests. The childminder provides a warm and family like environment for all children. She has developed good relationships with children and they refer to her as 'aunty'. This demonstrates caring and trusting relationships are built.

The childminder carries out systematic observations and they clearly identify children's next steps to support their learning journey. In addition, children's developmental records are supported with photos to enable parents to gain a greater understanding of their achievements and learning. However, systems for

gathering information about children's starting points have yet to be fully developed to enable the childminder to effectively build on what children already know. The children have access to a good range of resources to effectively support their learning. The childminder ensures that toys are regularly rotated to maintain children's interest. Toys are readily accessible allowing children to make informed decisions about their play.

The children are confident talkers and they have access to a good range of books. They enjoy looking at books and are beginning to retell stories from memory, for example 'Whatever Next'. Younger children's communication skills are developing very well because the childminder continually talks to children. Younger children happily sing throughout, for example 'Twinkle Twinkle Little Star'. Children are developing good imaginative skills as they take pleasure in hiding under the table with their peers, and then inform adults that they are secret agents. They enjoy dressing up as 'Snow White' and jumping around the home as a ballerina. As a result of the childminder's relaxed approach, children benefit from engaging in group, solitary and repetitive play to support their learning. The children enjoy playing with puzzles, and then doing them again with the aid of the childminder. This helps develop children's early problem solving skills. Children use mathematical language spontaneously as they freely talk about hiding under the table and informing adults that they are a big boy.

Children enjoy regular physical activities that keep them in good health. During the day children use wheeled toys skilfully as they manoeuvre around the home from one room to the next. Children's fine motor skills are also developing very well as they use a varied range of small tools, such as rolling pins and dough cutters. Children are beginning to learn about their own cultures and beliefs, and those of other people through discussions. They have access to a wide range of resources that promote positive images enabling them to develop an understanding of similarities and differences.

The children are polite and very well behaved. The 'five basic rules' are regularly discussed with children which promotes their understanding of right from wrong. Children are cared for in a clean environment where they learn to follow good hygiene practices, such as washing their hands at appropriate times. Children's well-being is further promoted because regular fire drills are undertaken which help children become familiar with the procedures in the event of an emergency evacuation.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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