

Inspection report for early years provision

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Inspection date	09/03/2011
Inspector	Marilyn Peacock
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 2010. She lives with her husband, mother in law and one child aged 19 months in Harold Hill , in the London Borough of Havering. The whole of the house is registered for childminding purposes. The downstairs of the house is mainly used for childminding along with the bathroom and toilet upstairs. There is a fully enclosed garden available for outside play.

The childminder is registered on the Early Years Register and on the compulsory part of the Childcare Register to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range and only one may be under one year of age. She is currently minding one child under five years before and after school and during school holidays.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning. Activities cover all six areas of learning. However, she has yet to develop the breadth of resources to compliment the activities, particularly those made of natural materials or suitable for more physical play. The childminder knows the children well and their individual welfare needs are met appropriately. Information is shared with parents regarding children's welfare needs and their learning at school. Children benefit from the childminder's commitment to self-evaluation and continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the partnership with parents further to include regular exchanges of information on children's learning at home
- improve the provision of toys and resources, ensuring that they include resources in natural materials and equipment for outside play.

The effectiveness of leadership and management of the early years provision

The childminder's secure knowledge of child protection issues and procedures helps her safeguard children's welfare. She has carried out a full risk assessment on all aspects of her home and garden and has implemented good safety precautions to minimise accidents. These are reviewed regularly and daily check lists ensure this remains the case. She has also risk assessed all outing and regular trips to ensure children are safe when away from the home. Emergency evacuation procedures are practised regularly and working smoke alarms are in place on all

levels of the home.

All the required documentation is in place in order to promote the welfare of the children effectively. Parental consent is in place to seek emergency medical advice or treatment, enabling the childminder to act in the parents' interest in an emergency. The childminder holds a current paediatric first aid qualification; this means she can give appropriate treatment if an accident should occur. Detailed sick children and health and safety policies help to guide her practices.

The childminder has a good knowledge of the Early Years Foundation Stage and how to support individuals in their learning and development she has started to make observations to help her assess children's stage of development so she can plan for their individual needs. She has built a strong relationship with the school which the children she cares for attend. The teacher shares examples of the children's programme for the term and identifies areas she is currently working on with the children so the childminder is able to support the children equally.

The partnership with parents is still developing. All information regarding children's welfare needs is gathered before children start. Therefore, the childminder is assured that she is able to give the child the best care. Parents are welcomed into the childminder's home. They share informal chats at the door most days and once a week try to spend longer talking about their child's progress so far. The childminder shares her observations of the child's day and parents are encouraged to spend time looking at their child's profile booklets. However, systems to share information on children's learning so far or share details of children's learning journey at home are not in place.

The childminder has made a good start to her self-evaluation and has identified areas for development. She demonstrates a commitment to improving outcomes for children through attending training and keeping up to date with changes in childcare practices and legislation through reading and the intranet.

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

Children enjoy their play in a comfortable environment where they have free choice of resources. Although at present resources are few mainly consisting of care type toys and those suitable for younger children. The childminder has made good use of the local toy library to ensure children have access to toys and resources which help them develop a better understanding of the wider world. Books from the library give children information on festivals and times of celebration. Story sacs and puppets compliment the school's themes of fairy stories and help children act out their own version of familiar stories.

The childminder encourages positive relationships and this is evident from the children's relationship with the childminder's own young child. Children carefully iron the baby's clothes using the child-sized ironing board and iron. They dress their babies ready to take them out asking for assistance from the childminder

when they are having problems with the fasteners. They happily paint self portraits and pictures of their families. They explore texture and change as they make play dough. The childminder uses books and stories well to introduce new vocabulary and help children understand context.

Children demonstrate that they feel safe in the childminder's care as they are happy and relaxed. They are comfortable to move around freely and ask for resources or a biscuit. They approach the childminder for comfort or a cuddle and talk excitedly to visitors telling them all about their experiences that day. Children receive a healthy, home-cooked meal when they return from school followed by fruit or a yogurt, then they can have a sweet biscuit if they wish. There is a large garden for outside play, again resources and equipment to encourage children's physical play are few. However, good use is made of the local park and brisk walks to and from school to ensure children get lots of fresh air and exercise. Children behave well; the childminder is always on hand to support them and offer advice and new vocabulary when required. Children receive lots of praise at their achievements and encouragement to try new experiences.

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	3
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	3

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