

Inspection report for early years provision

Unique reference number	EY275629
Inspection date	21/03/2011
Inspector	S Campbell
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 2004. She lives with her husband and three children aged eight, ten and eighteen in Romford, Essex in the London Borough of Havering. The whole ground floor of the childminder's house is used for childminding and a first floor bathroom. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time; of these two may be in the early years age group. The childminder currently has four children in the early years age group on roll. The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register.

The family have a cat.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are steadily making progress in all areas of their learning and development because the childminder is aware of their individual needs and abilities which promote inclusion. She works well in partnership with parents to ensure they are kept well informed of children's development. Procedures have yet to be effectively built with external agencies to effectively support children's learning and development. The childminder demonstrates commitment to the continuous improvement of the early years setting and most recommendations made at the last inspection has been addressed with the exception of extending resources to promote disability. The childminder receives support from her local authority and has made changes to children's developmental records.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain records for the safe and efficient management of the setting and to meet the needs of the children with regard to ensuring records on children are only accessible to those who have a right or professional need to see them (Documentation)

28/03/2011

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

- further develop resources to promote positive images of disability to further promote children's understanding of similarities and differences
- further develop procedures to ensure effective links are made with
- further develop procedures to ensure regular evacuation drills are carried out and details recorded in a fire log book
- further develop procedures to ensure parents contribute to children's initial and ongoing assessments enabling them to contribute to children's learning and development
- further develop procedures to ensure regular sensitive observations are undertaken to effectively track children's learning journey

The effectiveness of leadership and management of the early years provision

The childminder is caring for more children than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action.

The childminder has a secure understanding of child protection issues and procedures which promotes children's welfare while at the setting. She ensures most required documentation is in place, well maintained and kept confidentially with the exception of the sharing of children's developmental records. The childminder has gathered necessary information about children's individual needs and backgrounds to ensure they are known and met which promote an inclusive environment. Since the last inspection the childminder has attended some courses to further promote the outcomes for children, for example, Food Safety and Hygiene, Diversity Fair and Conference and preparing for the Early Years Foundation Stage.

The childminder has developed positive relationships with parents. They are kept informed of children's general well-being and progress through regular discussions, the sharing of developmental records and text messaging. They receive termly newsletter informing them of birthdays, activities and events. However, procedures have yet to be developed to ensure links are made with children's school to effectively support their learning and development.

There are appropriate processes in place for self-evaluation and subsequently the childminder is aware of the strengths and most areas for further improvement of the early years provision. The children are cared for in a safe and secure environment because the childminder undertakes regular risk assessments both indoor and outdoor including outings.

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

The childminder has developed positive relationships with the children. The organisation of the day allows her to spend individual time with children to support their learning and development. Throughout the day the childminder spends time playing with children. They build towers and sought bricks in order of colour. The children are able to identify larger piles and confidently count up to ten. They are beginning to use mathematical language spontaneously as they talk about having lots of bricks and having one nanny. They are able to indentify primary and some secondary colours.

The children are confident talkers and the childminder continually talks to children to promote language development. She asks children appropriate open ended questions to encourage children to think. The children have access to a range of books and they regularly attend story time sessions at the local library. This promotes children's enjoyment of books. Children's good health is promoted well because they regularly take part in a range of outdoor activities, for example visiting Kids Space, the local park and Funky Monkey. They have access to a variety of out door and large equipment to further promote their gross motor skills, such as scooters, bikes, swing and balls.

The childminder has a sound understanding of the Early Years Foundation Stage. The children take part in an appropriate range of adult-led and child-initiated activities to support their learning and development. They are able to make informed decisions about their play and resources are provided on request. The undertaking of observations are in its infancy stage and have yet to be fully developed to enable the childminder to effectively track children's learning journey. The childminder demonstrates a secure understanding of what children can do and observations include children's next steps. However, procedures have yet to be fully developed to ensure parents contribute to children's initial and ongoing assessments.

The children are valued and respected as individuals. The childminder is fully aware of children backgrounds and flags are displayed to represent the diverse make-up of the children attending. This allows children to have a sense of belonging and pride. The children have access to some resources that promote positive images. However, procedures have yet to be fully developed to ensure children have access to resources that reflect positive images of disability to further develop their knowledge and understanding of similarities and differences. The children behave well and are polite. The help tidy away resources and follow instructions well. They regularly attend a toddler group allowing them to interact with their peers and others.

The children are cared for in a clean and well maintained setting. They are beginning to learn the importance of appropriate personal hygiene through everyday routines, such as washing hands. During the day children are encouraged to use antibacterial hand gel when they sneeze. This minimises the spread of cross infection. Although the children are cared for in a safe environment procedures

have yet to be fully developed for the regular undertaking and documenting of fire drills. The children are aware of the importance of wearing seat belts when out on routine outings. They inform adults that if the car crash they will have to push it to the garage. The children benefit from taking part in role play and acting out real life situations. They spend time pretending to be a nurse, giving the childminder injections, using their stethoscope to listen to her heart beat and placing a plaster on the dolls head.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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