

Inspection report for early years provision

Unique reference number	118745
Inspection date	08/03/2011
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.

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 1998. She lives with her husband and three adult children in Upminster in the London borough of Havering, close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house is used for childminding and 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, no more than three of which may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. The childminder is registered by Ofsted 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.

Children are cared for in a safe and secure environment where, overall, their individual needs are met. Well established partnerships with parents support each child's care and well-being. Links with outside agencies supports any additional needs children may have and learning is continued at the childminder's home from pre-school and school. The childminder shows a satisfactory capacity to improve as she evaluates her own practice, identifying areas for further development.

What steps need to be taken to improve provision further?

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

- ensure observations are carried out more frequently to support planning for children's next steps.

The effectiveness of leadership and management of the early years provision

The childminder is aware of her responsibility to safeguard children and has robust procedures in place to follow should she have any concerns about a child's welfare. She makes sure children are safe indoors and when on trips by undertaking regular risk assessments. She takes positive action to keep children safe, for example, ensuring young children are strapped into their buggy and older children hold hands and walk away from the traffic when they are out.

The childminder has demonstrated a satisfactory commitment to improving her practice. For example, by attending further training and by addressing recommendations made at her previous inspection. She now holds a Level 3

qualification in Children's Care, Learning and Development and has increased her range of play resources that reflect differences. This has had a positive impact on children's learning and development. The childminder undertakes observations of children at play but does not consistently use these to identify and plan for their next steps.

Partnership with parents is highly positive, and well established. There is a regular exchange of information between parents and carers. For example, daily diaries, show what activities children have taken part in to enable parents to extend children's learning at home. Other types of communication include e-mail, texting, phone calls and daily chats. Written references from parents show they are happy with the care their children receive. This effective communication contributes to children's achievements, well-being and development. Partnership with other professionals such as speech therapists and schools are well established and contribute to children's achievement and well-being

There is an adequate range of resources to support children's learning and development. These include resources to provide children with positive images of diversity. Children play in a bright and spacious environment where they can choose the toys they would like to play with.

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

Younger children enjoy a range of different activities planned for their age and stage of development. Younger babies are developing their hand eye co-ordination and physical skills as they put together two piece puzzles and play with shape sorters for example. Children enjoy being taken out on visits to the duck pond and playing in the childminder's garden, which benefits their overall health as they have access to fresh air and physical activity. Older children take part in a range of activities that cover all areas of their development. For example, they learn about problem solving and numeracy as they take part in a cookery session where they weigh the ingredients. 'Reading' the recipe and following the instructions provides them with an understanding that print carries meaning. Their language skills are further developed as the childminder talks to them throughout activities, promoting their thinking. Children play well together and demonstrate from their behaviour that they feel happy, safe and settled in the childminder's care. Visits to the library and local parks provide children with a sense of the community in which they live. Children develop their imagination as they 'dress up' from a selection of resources available to them. Children learn how to keep themselves safe, for example, when they are collected from pre-school and discuss road safety and when using the trampoline. They are also aware of behaviour boundaries, which are put into place to keep them safe. Toddlers are taught to walk down the stairs safely whilst being supervised by the childminder.

Children learn about healthy lifestyles as a result of being provided with healthy snacks and drinks and by being encouraged to drink water, which is available at all times. Children discuss what foods are good or bad for them, for example children

make pancakes, they discuss that eggs are healthy and what they are used for, such as to give our bodies energy and how bodies work.

Children develop good skills for the future as they use the computer. They show increasing confidence and independence in their play. They also play well together, which develops their social skills as they learn to take turns and share.

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	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
The extent to which children make a positive contribution	3
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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