

Inspection report for early years provision

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| Unique reference number | EY411214 |
| Inspection date | 16/03/2011 |
| Inspector | Caroline Preston |

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| 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 registered in 2010. She lives with her partner, adult son and eight-year-old daughter in the London Borough of Barking and Dagenham. The whole of the ground floor and bathroom facilities on the first floor of the childminder's house are used for childminding purposes. There is an enclosed garden for outdoor play. The childminder is registered to care for a maximum of six children under eight years at any one time, of which no more than three may be in the early years age range. She is currently minding one child on a part-time basis in this age group. She also offers care to children aged five years to 11 years. The childminder is registered on the Early Years Register and 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.

Overall children have their needs met. Young children learn through a variety of play experiences and have developed a warm and loving relationship with the childminder. Children are safeguarded and have their welfare needs met. Good relationships with parents and other professionals support children's care and education. Sound self-evaluation supports the childminder to improve the service she offers to children, therefore meeting their needs.

What steps need to be taken to improve provision further?

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

- enable parents to be more involved with younger children's learning at home through offering written information about topics and planning
- enable children to learn more about diversity through a wider range of daily learning experiences.

The effectiveness of leadership and management of the early years provision

Children are safeguarded. The childminder has a good knowledge of the different types of abuse and how to make a referral to appropriate professionals; she also attended recent training in July 2010. The home is safe and secure and any hazards are minimized daily and weekly through written risk assessment; risk assessments are also carried out before trips. The childminder has a safeguarding policy that includes the following: children should be supervised at all times, house rules and all household members have undergone suitability checks. There is also a complaints procedure in place to support the well-being of children. All records of accidents and medication given are in place; the childminder holds a current public

liability certificate and is first aid trained. Other policies that support the care of children include, car policy, missing child, behaviour, confidentiality, partnership with parents, equal opportunities, accident/incident and outings.

Resources include puzzles, building blocks, letters, numbers, cards, lotto games, paints, different textures, crayons, chalks, cornflour, playdough, animals, shapes and books. Outdoor toys include swings, slide, sand and water tray, dolls house, crates, tyres, balls, swing ball and bouncy hoops. Children have access to a small playroom behind the kitchen, which allows them to self-select toys and access the garden.

Sound self-evaluation includes completing training such as food and hygiene, first aid, safeguarding, letters and sounds, behaviour and a diversity workshop. The childminder holds a level 3 qualification in childcare learning and development (CCLD) and a NVQ 2 in childcare; this supports continuous improvement. Diversity is promoted in the range of play resources available for the children.

Partnership with parents has been developed through daily communication and discussing the progress of each child. Parents complete 'all about me' forms, permission forms and consent forms. Partnership with other agencies, such as the school, supports the care of older children. Support regarding the curriculum is given to parents daily and older children are helped with mathematics and reading homework. However, information about younger children's learning and how this can be encouraged at home is not available. The childminder also works with other professionals such as the family support worker and psychologist. Homework is completed with the childminder and children are encouraged to complete school work, helping them to achieve at school. Young children visit the pre-school once a week with the childminder, which supports them in becoming prepared for school that they will attend in September; supporting a smooth transition for the child.

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

A good range of activities are offered including playdough with cutters, puzzles and shapes, animals and sounds. Young children also take part in messy jelly, lotto cards, trucks, clipboard and home corner. Circle time includes discussions on what did I see, threading, sticking, play with cars on the mat and water play. Young children enjoy play with dinosaurs in the builder's tray with cornflakes, building blocks, train set and singing. They also learn from painting, stacking cups, free play, books and home corner. Therefore the individual needs of the child are planned for, which shows a good knowledge of the early year's curriculum and meeting the developmental needs of each child.

Evaluations are carried out at the end of the week regarding what worked well and what could be changed to offer better support. Young children enjoy learning from stacking cups, sound jars, animals, football crates and hoola hoops. They use hand puppets, diversity dolls, a dolls house, key board and phones. Young children enjoy singing songs, such as 'head, shoulders, knees and toes' before rest time.

Small children self-select what they want to sing from the song board; this supports language and communication and a feeling of security. This also supports young children's daily routines, which have been agreed with parents to meet their individual needs. There is only one young child on role who attends part-time; although they have not been with the childminder for very long they show excitement and enjoy a close relationship with the childminder.

Young children are offered sound opportunities to learn about safety. They use road safety play resources, such as traffic lights, in the garden and discussion takes place with younger children. This supports children's understanding at a level appropriate to their individual age and stage of development. Small children also learn by visiting the lollipop person near the local school. They discuss stranger danger when out and about and are given gentle reminders about climbing on chairs. Children also learn about safety through completing puzzles about road safety. Children know the rules of behaviour. A sand timer is used with children when they are playing with resources, to support their understanding of boundaries of behaviour. Good behaviour is praised and symbols are used, such as good listening.

Young children learn about healthy lifestyles through various puzzles that reflect healthy eating. Children are offered healthy snacks and foods such as spaghetti bolognese with vegetables, rice dishes and Caribbean food; reflecting foods eaten within the children's own homes. This supports self-identity and an understanding of others. Children are encouraged to wash their hands before and after meals and after playing in the garden. Children enjoy large physical play in the garden as they run, jump, skip and use hoola hoops. Children walk daily, visiting the local park to kick a ball and walking to school.

Young children learn about diversity through play resources such as, books, puzzles and small play figures that reflect different cultures and disabilities. All of which is planned to support their level of understanding. They also celebrate Black history month, Chinese New Year and Eid. Small children also learn by sitting with the childminder to look through books reflecting differences. However, too few opportunities are offered to fully explore the wider world. Children learn skills for the future through role play, cooking and dressing up in different costumes, such as police officers and doctors. Children learn to communicate with each other through using language and emotions as they play.

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

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| 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

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| 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 | 2 |
| 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

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| 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

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| 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

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