

Inspection report for early years provision

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| Unique reference number | 118938 |
| Inspection date | 16/03/2011 |
| Inspector | Amanda Allen |
| 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 1994. She lives with her husband and two children aged 19 and 14 years in Gidea Park in the London borough of Havering, close to shops, parks, schools and public transport links. The childminder lives in a four bedroom house which is easily accessible. The whole of the childminder's home is used for childminding and there is a fully enclosed garden available for outside play. The family have one pet rabbit.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three 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. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a good in-depth knowledge of each child as an individual, which supports her to successfully meet children's learning and welfare needs. The children are safe and secure at all times in the care of the childminder and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly that the individual needs of all of the children are being met. Children are making good progress, given their age, ability and their starting points. The childminder reflects on her childcare practice and has embarked on a number of training courses to enhance her own professional development and the development of her childminding service.

What steps need to be taken to improve provision further?

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

- improve systems to monitor evacuation of fire drills to include number of children, time taken and include any problems encountered and how they were resolved
- develop current systems for the observation and assessment of children, so that they all consistently include the next steps for development and use these to inform planning

The effectiveness of leadership and management of the early years provision

The childminder has a very good understanding of child protection and how to safeguard all children in her care. Effective written safeguarding policies and procedures are in place to ensure children are protected. For example, clear and robust procedures are in place for the arrival and departure of all children and the childminder has a clear knowledge of her role and responsibilities in reporting safeguarding concerns. Visual and written safety and risk assessments of her home are carried out daily and she takes prompt action to minimise any risks to the children. All members of the household hold full Criminal Records Bureau checks and the childminder has a good understanding of how to protect the children from non vetted visitors to the home. The childminder holds a current first aid certificate. This means that she can give appropriate treatment if there is an accident to a child in her care. All accidents are recorded and signed by parents on collection. Emergency fire evacuation procedures are in place and regularly practiced with the children,, however, the childminder does not currently record the number of children, time taken or any problems encountered and how they were resolved.

The childminder promotes an inclusive environment in which all children feel valued and included. She has a good knowledge and understanding of how to meet any special educational needs. There is a wide range of attractive resources accessible to children, including some which reflect diversity. Children enjoy the freedom to choose from accessible toys and games and are well supported by the childminder as she joins in their play. They keep busy and happy, benefiting from the interaction of the childminder as she encourages an interest in different activities. The childminder is positive about the inclusion of all children and works to ensure that children of all ages are provided with appropriate activities and experiences.

The well organised systems ensure that all required records and documentation are available and successfully provide all necessary information for the ongoing support of each individual child. The childminder is effective in sharing all relevant records with the parents, including any accident and medication records and daily information about activities and events. The childminder consults the parents through verbal feedback at the end of each day to ensure they are happy with the service she provides and to find out if they would like anything changed and she shares all of her observations of the children with them. The childminder has a good partnership with parents and other agencies, such as the local schools and pre-schools. She has regular contact with her local authority development worker and regularly attends local toddler groups. She demonstrates a clear understanding of how these partnerships are effective in supporting children's learning and development.

The childminder is making effective use of self evaluation and reflective practice to accurately identify the strengths and weaknesses in her provision and to develop action plans for the continuous improvement of her service. She has recently developed questionnaires for both parents and children to ensure the service she

provides is meeting the needs of her users. The childminder continues with her own professional development by attending training and workshops and developing her understanding of the Early Years Foundation Stage.

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

Children are happy, confident and exceptionally well settled in the comfortable and relaxed atmosphere of the childminder's home. The children are carefully nurtured by the warm close relationships they have with the childminder, which ensure that the children are confident and feel secure to make choices from the activities and resources provided. Children gain self-confidence and independence as they select play activities, often becoming absorbed in independent exploration. They are encouraged to develop communication skills as the childminder talks with them and asks them questions. Children's individual learning and development is very well supported by the in-depth knowledge that the childminder has of each child in her care. The childminder is aware of each child's favourite resources, such as, interests in animals and modelling dough and responds to these appropriately in her provision, so that all children become interested and active learners.

The childminder is making effective use of each child's learning and development profile through a range of observations and assessments, to build a clear picture of children's individual needs. Each child has an assessment folder which the childminder uses to note significant milestones in each child's development. These assessments are also used to evaluate the activities that she provides. These observations are clear and focused, although they do not always include the next steps for development and does not link her findings to inform her weekly planning. As a result, there are some missed opportunities to further enhance the children's learning.

Children play in the lounge and dining area where they have direct and safe access to a wide range of toys, equipment and resources that are suitable for their ages. Children are playing with modelling dough, animals, tea sets and aqua drawing mats. The childminder encourages the children to cut and roll the dough and to begin to write letter and shape formations on the aqua mat. The children enjoy daily access to the garden. The children enjoy learning about the world around them through meaningful trips into the local area. For example, the childminder takes the children to the local parks and play centres. This ensures that learning is not confined to the home but they learn in all environments. This makes it fun and exciting for the children. Children feel safe and secure in the care of the childminder due to her warm and nurturing nature. Children receive lots of cuddles and reassurance if and when they require it. This builds the children's self esteem and their confidence.

The childminder has a very calming nature about her which results in well behaved children who respond well to praise. The childminder ensures she is consistent in her approach to behaviour management and adapts it to the age and understanding of the children involved. Children are able to feel safe and very

secure due to the vigilance of the childminder. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. She actively encourages children to share and take turns, and she is careful to monitor the children at play to ensure that toys and equipment are used safely and appropriately. Children are carefully supported to learn good basic hygiene skills through the use of effective hygiene routines. Older children are encouraged to take themselves to the toilet and wash their own hands. Children are offered a good range of healthy and balanced meals and snacks with fruit available. The childminder takes detailed information about any special dietary restrictions and works closely with parents to ensure children's individual dietary needs are met

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 | 2 |

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 | 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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| 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 | 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

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| 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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