

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	Lynn Palumbo
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 2003. She lives with her husband and children in a house in Ilford, in the London borough of Redbridge. She is within easy walking distance of shops, parks, nurseries and schools. The whole ground floor is used for childminding, with toilet facilities on the first floor. There is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight at any one time. There is currently one child in the early years age group on roll, who attends at different times during the week. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is a member of the National Childminding Association. She walks to local nurseries and schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage framework requirements, within a suitable and inclusive environment. Children are safe, secure, happy and settled. The childminder develops positive relationships with parents, which contributes well to children's welfare and learning needs being met. The childminder has effective systems of self-evaluation and is able to ensure her provision develops continuously.

What steps need to be taken to improve provision further?

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

- continue to support children's growing independence to ensure they do things for themselves, for example, preparing their own snacks
- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning
- update the record of risk assessment to include any assessments of risks for all outings and trips

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge about child protection procedures and where to make referrals. This ensures that, should she have any concerns about

the well-being of a child, the correct procedures would be followed. The childminder has an up-to-date first aid certificate. Effective records of risk assessment are in place to ensure children's safety while playing. Any potential hazards are promptly identified and minimised within all areas of the home, car and garden. Although she has a risk assessment for outings, not all areas visited are recorded. The childminder obtains parental consent for medication, outings and emergency medical advice and treatment for all children in her care; so that all they would be cared for in an emergency without delay. The childminder maintains safeguarding records; for example, she has a record of children's hours of attendance and records accidents accurately. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has designed an effective layout of good quality toys and resources in the play areas and garden so that children can access these easily. The childminder also makes good use of the recreational services within the community, for example, the local library and park. This ensures children's learning and development is continually enhanced.

The childminder demonstrates that she has valuable knowledge about children's welfare and family background; for example, she is fully aware of children's health, dietary and care requirements, such as their immunisations, allergies and dietary requirements. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. Specialist staff working with the extended services are welcome to visit the home and give advice and guidance about the best ways to offer further support.

The childminder's system of self-evaluation is effective. She has identified areas for development within her home, for example, she has recently renovated the play and garden area. Parents are involved in the evaluation and offer different ways to support the childminder, with healthy menus and routines. In addition, she has consistently up dated her professional development with a wide range of training, which includes safeguarding and food safety. The recommendation raised at the previous inspection has been met.

The childminder has established strong relationships with the parents. They are informed about their children's learning and development through daily discussion and from samples of their children's work. However, the childminder has not fully established systems to involve all parents in contributing to the observation, assessment and planning cycle, so that they are fully involved with their child's learning. The childminder is aware of the need to establish a two-way flow of information about children's learning and development when caring for children who attend other early years providers.

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

The childminder has created a calm and welcoming environment. She has organised the playroom and living area of her home effectively to provide a good range of resources, which meet the children's ages and stages of development. The childminder ensures that resources are accessible, which supports children in making their own choices and promotes their independence and self-esteem. During activities, she stimulates the children's thinking effectively by asking a good range of questions to support their learning; for example, as children build structures with bricks the childminder talks and asks questions about the different shapes created. This supports children's numeracy, problem solving and reasoning skills. In addition, as children explore animal books the childminder encourages them to feel the variety of textures on the farm animals. This supports the toddler's knowledge and understanding of the world. The childminder has effective procedures for using children's starting points, which are collated in an 'all about me brochure' to plan for the children. The childminder's system for assessment includes the next steps, which allows children to progress well. As a result children's individual needs are met because the childminder has a good understanding of them. The childminder has a loving and caring relationship with the children, who form strong attachments with the childminder and her family. The childminder applies clear and consistent boundaries so that children develop knowledge of what is expected and display positive behaviour. Children enjoy their time with the childminder, they: take pleasure in playing outside in the fresh air; join in with her to sing nursery rhymes; design pictures and stick and glue materials to make cards and other resources. The childminder supports children in using a wide range of equipment and tools safely; for example, when feeding themselves with food and drink or wiping their noses. However, this is not further extended when preparing fruit and other foods for snack time. Children are developing their mark making skills through a range of activities. Children can say an increasingly wide range of words and learn to hold books with respect.

Children understand how to keep themselves safe from harm. They participate in regular fire evacuation practise and learn about road safety and stranger danger when out in the community. Children are learning to adapt to a healthy lifestyle; for example, they enjoy healthy home cooked snacks and meals that meet their individual needs. Children and toddlers develop physically when playing in the childminder's garden, riding tricycles and playing with balls. In addition, they regularly play on the recreational equipment at the local park.

Children are becoming independent in their self care skills; putting on their coats and shoes for outdoor play and washing and drying their hands on their own towel before a meal. Meals are sociable times. The childminder sits with the children and talks about the benefits of healthy foods, encouraging them to taste new fruits. Children are developing independence and contribute effectively towards the welfare of others; for example, tidying toys away and respecting the needs of the childminder's younger children as they play along side each other. Children are developing skills that will contribute to their future economic well-being. They use information and communication technology and puppets in role-play to support

their learning. Children's understanding of diversity and difference is enhanced as they taste foods, celebrate festivals and special events throughout the year. All children are encouraged to access all toys and resources regardless of their gender. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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	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

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