

Inspection report for early years provision

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Inspection date	14/03/2011
Inspector	ISP Inspection
Type of setting	Childminder

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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 1994 and lives with her husband two adult daughter one of whom is at university and her daughters partner the London Borough of Barking and Dagenham, close to shops, parks, schools and public transport links. The childminder's home is a detached house and the premises are easily accessible. The whole of the ground floor of the property is used for childminding.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom not more than three may be in the early year's age range. There are currently fifteen children on roll, six of whom are under five years who attend for a variety of sessions. The provision is registered by Ofsted on the Early Years Register and on both 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 well provided for in the Early Years Foundation Stage and are making good progress in their learning and development whilst in the care of the childminder. The partnership with parents and carers is well established and links with other practitioners help reinforce the consistency of care and ensures continued awareness of children's individual needs. The childminder demonstrates a good understanding of the needs of individual children based on observations and information provided by parents; she has a positive attitude towards promoting inclusion. The childminder uses reflective practice to assess her strengths and areas for development, in order to raise standards and improve outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems for planning to ensure that next steps are routinely incorporated in to individual children's plans for learning and development.

The effectiveness of leadership and management of the early years provision

The childminder is able to protect children from neglect and abuse because she has a sound understanding of child protection procedures. Household members have been vetted to establish their suitability and details of visitors to the home

are recorded. The effective steps taken to minimise risks to children following comprehensive risk assessments have ensured that children can move around the childminder's home in safety. Emergency evacuation plans are in place, possible risks when away from the setting are assessed in advance, and records and registers are accurately maintained. Children are well supervised and play with age-appropriate, high quality resources which they can access independently. The childminder demonstrates a strong commitment to her professional development and strives to provide high quality care and continually improve.

Parents are very happy with the provision and close, trusting relationships have developed. They comment on the childminder's calm, kind, caring way she supports children and talk highly of the activities she provides. The childminder's commitment to inclusion is strong. The organisation of the setting means that all children can access a wide range of activities fairly and because she knows the children well she is able to plan and provide activities which ensure their progress. The childminder works in partnership with others who provide care for children, for example, information is exchanged with the local school to ensure that children's welfare and learning continues to be effectively supported.

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

Children enjoy their time with the childminder. They play happily together in a comfortable homely environment where their individual needs are known and well provided for. Children are polite and well mannered. They learn acceptable behaviours through clear boundaries and clear explanations as to why things are not acceptable. Children learn how to keep themselves safe as they understand boundaries within the home and when away from the setting. They talk about road safety on the way to school and practice crossing the roads in safety using the appropriate crossings. All children have close relationships with the childminder and their peers. They share and take turns. One child happily 'cooking dinner' at the child's hob makes sure everyone has something to eat and knows not to give children fruit pie without asking as it may contain nuts.

The childminder has a good understanding of the Early Years Foundation Stage and as a result, is able to plan forthcoming activities which cover the six areas of learning. However, plans do not currently reflect the next steps for individual children's development highlighted within their developmental records, in order to fully track children's progress. The childminder understands the benefits of physical exercise and fresh air to support children's health and activities are provided outside as well as in. Children enjoy painting with 'magic water' painting the garden fences with rollers and large brushes. They splash contently in the water in the builder tray under the supervision of the childminder. When they get cold and want to come in the childminder wraps them up in a large blanket while they talk about what they did outside. Younger children follow their home routines and sleep in a cot upstairs. They sit in the high chair happily watching the other children eat while their lunch is warmed through. They crawl from one activity to another, choosing resources which interest them. Hiding under sheets of sheer fabric and

biting on a glow ball intrigued as it changes colour. Parents provide all children's food which the childminder reheats according to parent's wishes. Children understand the importance of washing their hands using a washing up bowl at the table talking to the minder about germs and dirty hands. Children's understanding of the society in which they live is developed through outings, stories and play resources, increasing their awareness of culture, gender and ability. This helps children recognise, value and respect similarities and differences between themselves and others.

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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