

Inspection report for early years provision

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Inspection date	07/04/2011
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 1996. She lives with her two children aged 19 and 10 years in Hornchurch in the London borough of Havering close to shops, parks schools and transport links. The whole of the childminder's house is used for childminding and there is a fully enclosed garden available for outside play. She has a pet dog.

The childminder works with an assistant. The childminder is registered to care for a maximum of six children under eight years at any one time, no more than three of these may be in the early years age range. When working with an assistant, may care for up to 12 children at any one time, no more than six of these may be in the early years age range. She is currently minding 14 children in the early years age range on a part-time basis. She also offers care to children up to the age of 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Young children and babies are offered a wide and good range of play experiences. Arrangements for safeguarding children are robust. Self-evaluation is effective in that weaknesses have been addressed. This supports children's individual needs being met because practice is improved.

What steps need to be taken to improve provision further?

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

- analyze observations to help plan 'what next' for individuals and groups of children.

The effectiveness of leadership and management of the early years provision

Robust arrangements for safeguarding support children's welfare, because any concerns would be dealt with swiftly and correctly. Children play and learn in a secure well maintained environment. Any risks identified are removed as daily risk assessments are carried out. An effective range of policies and procedures supports the smooth running of the childminding service. Children are supported in their learning because resources are good. Young children and babies are offered

toys that are age and stage appropriate, varied and stimulating. These include puzzles, art and craft, role play costumes and construction toys.

Diversity is promoted strongly as young babies have their individual needs met. They are offered learning experiences that support their learning and are cared for in a warm and caring environment. They have access to a range of toys that promote their level of understanding, such as books, puzzles and trips into the local community to begin to acknowledge people who live in their community. Highly positive relationships with parents support children's needs being met. Parents' views are sought about the childminding service, which means that strong partnerships are built and ideas to improve the service from parents are valued. Parents are able to view children's learning journeys and invited to parents' meetings. They benefit by meeting other parents, all of which enables a harmonious environment. There are clear and accessible channels for parents to communicate on a daily basis.

Partnerships have been well established to support children's care and welfare. Effective links with children centres and other professionals have contributed to children's achievement and well-being. Self-evaluation has had an effective impact on the care of the children. For example the ages and amount of children have been evaluated, which has resulted in reducing numbers of older children who attend. This is because younger children were not always having their needs met. These improvements enable younger children to have better quality of care which also drives improvement.

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

Good understanding and knowledge of the welfare requirements and Early Years Foundation Stage guidance promotes young children's learning. Observations and assessments are in place, however the childminder has not yet begun to analyze observations to help plan 'what next' for individuals and groups of children. The environment is rich in play resources that support learning. Strong caring relationships with babies and young children help children develop. Young babies are beginning to develop mathematical skills as they take part in role play and make patterns with collage. They sort and match large bricks and make patterns with equipment in the sand. They listen to adults counting numbers in everyday play.

Young babies are becoming skilful communicators as they interact with each other, they play alongside each other very well. They learn to share the toys and respond to requests asked of them by adults, for example during snacktime routines and when listening to stories. Young babies and children move skilfully outside as they play with sand and build with bricks. They have an awareness of space as they take part in music and dance, water play and ride small bikes.

Children show creativity as they express their own ideas when they visit places such as, summerset house, Jeffrey museum and St Catherine's house. They listen,

touch and feel objects in the treasure basket. Children explore information and communication technology equipment such as musical toys, small laptops and a range of programmable toys. They enjoy learning about other cultures through celebration of different festivals.

Young children and babies are secure and have developed a sense of belonging. They understand behaviour boundaries for their age and stage of development, for example that the oven is hot. They know that stairs are dangerous and listen intently to the childminder when she warns them of dangers. Good quality interaction and well organized routines help babies and young children to become secure and confident. Young babies and children enjoy healthy snacks such as fruit and rice cakes, they are beginning to show awareness about what constitutes a healthy lifestyle. They enjoy physical exercise in the garden and park and enjoy walks into the local area.

Babies and young children display a strong sense of belonging as they play. They enjoy each other's company and behave well. They are familiar with daily routines and enjoy cuddles and affection. They engage in all activities such as, sand play and building games. They have easy access to play resources reflecting differences. Young babies and children make progress in their communication and literacy skills. They interact well with each other and adults as they play, making sounds and using some words. They use facial expression and hand gestures to show what they want, like or dislike.

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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