

Inspection report for early years provision

Unique reference number	118930
Inspection date	12/04/2011
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).

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 1994. She lives with her husband and two children aged 21 and 16 in Romford in the London borough of Havering, close to shops, parks, schools and public transport. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. 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 group. She is currently minding four children in the early years age group. She also offers care to older 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. They are offered a wide range of learning experiences in an environment that is rich in diversity. Children are safeguarded as robust safeguarding procedures are in place. Self-evaluation is effective as it has identified weaknesses, which have now been addressed. This supports the care and education of children as practice is improved.

What steps need to be taken to improve provision further?

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

- ask parents for their views on the care and education provided.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust because of a strong knowledge of child protection procedures and regular training. This supports the well-being of children. The environment in which children are cared for and educated is safe and supportive. Well thought out risk assessments are in place for inside and when on trips. All records are maintained to for the safe and efficient management of the childminding setting.

A highly positive relationship with parents supports children's individual needs being met. There are clear channels for parents to communicate, for example daily conversations and daily dairies. However opportunities for parents to express their

views about the childminding service are still being developed. Parents have access to children's folders and records of achievements which show their progression both written and through photographs. This helps parents to understand how their child is developing across the six areas of learning. Partnerships are well established with other professionals, for example links with local playgroups. This supports individual children on a regular basis as information is shared.

Self-evaluation is robust and identifies weaknesses in practice. For example, improved records of observations, children's progress and steps for the future support the education of children. Photograph albums for each child; clearly show to parents what their child has achieved. Regular training in safeguarding and areas of learning, help support the care and education of children and drives improvement. This is because practice is improved and evaluated more rigorously. Resources are good and support children's individual learning. This is because they are offered a wide and stimulating range of resources appropriate for their stage of development. These include diversity books, role play materials, board games and arts and crafts. Children enjoy playing in the large front room and spacious garden, all of which helps children develop and have fun.

Children develop and learn because they are offered play experiences that are appropriate for them. Children come from a range of diverse backgrounds and are supported in feeling safe and secure. They have access to a good range toys promoting diversity and celebrate a range of cultural festivals, which includes their own. Newly adapted policies support the smooth running of the child minding service, which helps children learn and progress.

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

Children make good progress towards the early learning goals. Strong knowledge of how children learn and develop as well as a good range of play experiences help children develop. Children behave well; they play well alone and in small groups. For example during role play with the pretend kitchen and construction with small bricks and interlocking shapes. Children come from a different backgrounds and cultures and play in harmony as the environment is rich in diversity. For example children learn about each other's backgrounds through celebration of festivals. Children develop emotionally as they learn behaviour boundaries and socialize with other children in playgroups they attend. They develop their communication skills as they develop early skills for reading and writing. For example using the wipe clean books, listening to stories, mark making and creating pictures. They learn about the wider world through visits to the local library and forest, they visit local parks and learn about the ducks.

They enjoy physical development as they walk to the parks and play in the garden. They develop skills of coordination, control and balance as they climb the large apparatus and ride bikes. Children develop creativity as they decorate pine cones and Easter cards. They bake cakes and make autumn collage as well as hand prints. They express their thoughts as they discuss stories and feed the ducks in

the park. Children respond to touch as they blow bubbles in the garden, they problem solve as they using scales and to weigh objects. They fix together puzzles learning about space and size; they enjoy counting the amount of cars they see. All of which supports their understanding of mathematical language.

Children are secure and develop a sense of safety. They behave well and understand dangers in the home and when out on trips. For example children learn about road safety, stranger dangers and danger from large equipment in the park. Older children show a good awareness about what constitutes a healthy lifestyle. They enjoy large physical play and understand what foods are healthy. For example they are offered healthy foods such as fruit and crackers, they know good hygiene routines. They understand the importance of hand washing, for example before and after eating.

All children show a strong sense of belonging; they behave well and are respectful to each other and the childminder. They share and take turns, for example during role play and older children support younger ones during play. They come from different cultural backgrounds and accept other's differences. Children develop skills for the future as they are able to solve problems for example, putting puzzles together and taking part in board games. They enjoy role play and have access to a wide range of programmable toys, for example computers and cameras

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

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