

Inspection report for early years provision

Unique reference number	EY416664
Inspection date	13/04/2011
Inspector	Shawleene Campbell

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 2010. She lives with her partner and two sons aged four and two in a residential area of Chigwell in the London borough of Redbridge. The whole of the premises is used for childminding purposes and there is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of four children under eight years, of these one may be in the early years age group at any one time. The childminder is currently caring for one child in the early years age range. The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary Childcare Register.

The childminder is a member of the National Childminding Association (NCMA) and the Redbridge Childminding Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are happy and well settled in their environment. Children's welfare needs are effectively met because through the strong partnerships with parents and the gathering of detailed information the childminder is able to effectively meet children's care, learning and development. Although the childminder has a good understanding of the Early Years Foundation Stage which means children make good progress in their learning systems for observations and the planning of daily activities have yet to be fully developed to consistently reflect the six areas of learning. There are effective processes in place for self-evaluation and subsequently the childminder sets realistic targets to further promote the outcomes for all children.

What steps need to be taken to improve provision further?

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

- further develop procedures to ensure observations consistently link the six areas of learning including planning to effectively track children's learning journey
- further develop procedures to extend resources that promote positive images to develop children's understanding of similarities, differences and the wider world
- further develop procedures to ensure effective links are made with children's pre-school to support their learning and development

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of child protection issues and procedures. She has implemented a detailed safeguarding procedure including allegations of abuse. They are fully shared with parents enabling both parties to act in children's best interest should they have a concern. The childminder is organised and all required documentation is in place, well maintained and readily available for inspection. This further promotes children's welfare while at the setting.

Since registration the childminder has successfully completed a first aid course. She has obtained all required written parental consent including for the seeking of emergency medical treatment which contributes to children's well-being in the event of an emergency. The childminder demonstrates commitment to continuous improvement and endeavours to attend further courses to further promote the outcomes for children, for example Promoting Children's Personal, Social and Emotional Development, Food and Hygiene and Supporting Boys Achievements.

The childminder is vigilant about children's safety and detailed risk assessments are carried out for indoors, outings and planned activities. There are effective processes in place for self-evaluation enabling the childminder to identify strengths and areas for further development. Subsequently the childminder has identified three things that she is currently working towards to further develop the early years provision, for example the development of the outdoor play space and attending a self-evaluation course. She has successfully implemented the choice board to enable children to make choices about what they would like to play with.

The childminder has developed a good rapport with parents and from the outset they are given detailed and informative information. At point of first contact they are given an information sheet about the childminder, family and her service enabling them to make an informed decision. At point of enrolment she shares her portfolio, policies, procedures and required documentation. She ensures children's scrap books are shared with parents enabling them to contribute to children's learning. Although some links have been made with children's pre-school procedures have yet to be fully developed to ensure children's learning and development is effectively extended within the setting. The childminder has gathered detailed information about children's individual needs and backgrounds to ensure they are known and met. This effectively promotes an inclusive environment.

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

The children are confident in their environment because the childminder creates a child centred setting. The childminder has a good understanding of the Early Years Foundation Stage and as a result the children are making good progress in all

areas of their learning and development. The childminder undertakes systematic observations and children's learning journey is supported with photographic evidence. Although the childminder plans a wide range of experiences to support children's individual needs and interests observations about what children can do and planning do not always link to the six areas of learning. The childminder gathers detailed information about children's starting points enabling her to effectively build on what children already know, for example 'all about me'.

Through practical situations the childminder effectively promotes children's independent skills. Their coat peg and the towel rail are located at their level enabling them to require little assistance from the childminder. The children have access to a broad range of resources. A choice board with picture cards is effectively used to enable children to choose toys that are not clearly visible and/or within easy reach. This means children are able to make informed decisions about their play to support their learning and interests. The children have access to free flow outdoor play to support their gross motor skills and learning. The childminder ensures children are able to take part in outdoor play in all weather conditions to support their learning because she has put together a 'weather box' which contains wellington boots, sun glasses, sun hats and spare clothing. Through planned activities the children are beginning to find out and identify features of living things within their surroundings. They benefit from taking part in growing plants, such as runner beans. The children have access to a range of dressing up outfits enabling them to act out real life experiences and positive gender roles. However, resources have yet to be fully extended to reflect a wide range of positive images to effectively promote children's understanding of similarities, differences and the wider community in which they live in.

The children are familiar with the routine and before taking part in cooking activities they ensure aprons are worn and hands are washed. This effectively promotes good hygiene practices and minimises the spread of cross infection. The children enjoy taking part a varied range of cooking activities, for example making cup cakes, pancakes, salt dough and homemade pizza. They are gaining an understanding of weights and measures as they make the dough base for their pizza. The children display excitement as they huddle around the bowl to see that their dough base has risen. This provides good opportunities for children to gain an understanding of why things happen. The children have access to a variety of puzzles to develop their problem solving skills. They are beginning to use mathematical language spontaneously as they inform adults that they are forty years of age and that they should wait five or ten minutes for the dough to cook. Overall, the children enjoy their time spent with the childminder because she effectively pays an interest in what they say and do enabling them to have a strong sense of belonging. The children are polite and well behaved. They show kindness and consideration towards their friends by ensuring they have a cooking apron and offering to help carry a toy box down the stairs.

The children learn to take responsibility for keeping themselves safe as they practise fire evacuation procedures. Children's safety is further promoted because the childminder reinforces 'The Green Cross Code' when out on routine outings.

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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