

Inspection report for early years provision

Unique reference number	118862
Inspection date	12/04/2011
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 1996. She lives with her husband and adult daughter in a residential area of Harold Wood, Essex, in the London borough of Havering. Apart from the front room, the ground floor is the main area used for childminding. Children also have access to a bedroom and the bathroom on the first floor. A fully enclosed garden is available for outside play.

The family has one cat and two budgerigars.

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

The childminder has completed the Developing Childminding Practice training (DCP) and is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and homely environment where children show a sense of belonging. Each child is valued and respected which promotes inclusion. Although the childminder knows children well, systems relating to observation, assessment and planning do not enable the childminder to track children's progress in their learning and development effectively. She has developed good relationships with parents to ensure children's individual needs are known and met. However, partnerships have yet to be fully developed with other settings children attend, so as to ensure that the experiences children have here enhance those they have elsewhere. The childminder reflects upon her practice and obtains feedback from parents to help her to evaluate the effectiveness of the provision and she demonstrates capacity for ongoing improvement.

What steps need to be taken to improve provision further?

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

- improve partnerships with other settings children attend, for example with the children's school, to effectively support their learning and development within the setting
- develop further the systems of observation, assessment and planning so as to monitor children's progress effectively and ensure that the next steps for children's individual learning are planned for successfully .

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the signs and symptoms of abuse and her role in protecting children which effectively promotes children's welfare. She has implemented a detailed safeguarding procedure which is fully shared with parents. The childminder ensures that all documentation required for the safe management of the provision is in place and well maintained. Since the last inspection the childminder has attended some course to further promote the outcomes for children, for example child protection refresher and a 12 hour paediatric first aid course. The children are cared for in a safe and secure environment because the childminder undertakes detailed risk assessments for both indoors and for outings. She takes action to minimise potential risks and maintains a clear record of her findings and actions taken.

There are suitable processes in place for self-evaluation enabling the childminder to identify strengths and areas for further development, for example more one-to-one reading; providing puzzles to challenge children and extending garden games to promote exercise, sharing and mobility. The childminder has developed a good rapport with parents. This is evident when they spend time at the beginning and end of the day talking about the children's outings that take place during the Easter break. The childminder values parents' views on the strengths and weaknesses in the provision and these are sought through regular discussions and the use of a comment book. Overall, she has received positive responses and consults with parents regarding minor issues raised. This further promotes effective partnership working and supports her self-evaluation. The childminder shows a commitment to drive improvement and capacity for ongoing improvement. She has fully addressed the recommendation made at the last inspection to promote the outcomes for all children. However, procedures have yet to be fully developed to ensure links are made with children's school to effectively support their learning at the setting.

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

The children are settled in their environment and they have developed positive relationships with the childminder. The children are steadily making progress in their learning and development because the childminder has a secure understanding of the Early Years Foundation Stage. Although the childminder is able to talk about each child's stage of development in detail, she does not have an effective system to monitor their progress and to ensure that their all-round learning and development is promoted successfully. Some planning takes place and the children take part in a range of adult-led and free play activities to support their learning. They count and problem-solve as they go about their play. They have opportunities to be creative with art and craft activities offered regularly. They also like to use the musical instruments. Experiences also include going on

trips to local parks, the library, Pages Wood and Thorndon Country Park. They are able to interact with their peers and others because trips are planned with other childminders and their children. The children enjoy taking part in group games and they play harmoniously together. Their turn taking and sharing skills are developing well. .

The children have access to a wide range of books that positively reflect images of different culture, languages and disability. This enables children to develop an understanding of similarities, differences and the wider community in which they live in. The children are confident talkers and they openly speak about their families, for example, one says that their mum is a nurse and makes people better. The children are beginning to show kindness and consideration to their friends. For example, older children talk about sustaining a leg injury when playing football and in response a younger one suggests 'maybe you should get an x-ray'. The children demonstrate that they are comfortable in their surroundings as they openly talk about past events that are important to them, such as the loss of their gold fish and getting a new one from the childminder called 'Robbie'.

The children are cared for in a clean and well maintained setting where they follow good hygiene routines. Through good explanation children are aware of the importance of hand washing at appropriate times. The children are polite and are aware of the house rules which support their understanding of right and wrong. Children's fine and gross motor skills are developing well. They are competent using small tools and uses bats and balls with increasing control. They receive a range of healthy freshly prepared meals that contribute to their good health.

Regular fire drills help children to become familiar with emergency evacuation procedures. Children's safety is further promoted because they engage in informed discussions so as to learn about their personal safety, for example, stranger danger, safe use of the internet, road safety and firework safety. The children have access to a range of toys that support their ages and stages of development. They are in good repair and readily accessible allowing children to make informed decisions about their play.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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