

Inspection report for early years provision

Unique reference number	118760
Inspection date	16/05/2011
Inspector	Rufia Uddin
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 was registered in 1989. She lives with her husband, one adult child and a 16 year old. They live in a four bedroom house in Harold Wood in the London Borough of Havering. The whole of the ground floor is used for childminding purposes. There is a fully enclosed garden available for outside play. The childminder is registered to care for six children under eight years at any one time, of whom no more than three may be in the early years age group. The childminder may provide overnight care for one child under eight years. The childminder is currently minding two children in the early years age group on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder drives to local schools to take and collect children. The family has a pet dog.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder recognises the uniqueness of every child, and provides an inclusive environment in which they are safe, confident and well occupied. Children have a sense of belonging and are generally progressing well in their learning and development. Written policies and procedures contribute to the smooth running of the setting. Engagement with parents and other providers also contributes to the service provided. The childminder meets the needs of all children in her care, has undertaken self-evaluation and attended training, which demonstrates a commitment to improvement.

What steps need to be taken to improve provision further?

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

- develop opportunities to promote children's understanding of information technology and equality and diversity
- develop observations further and use them to identify the next steps, use these when planning activities to ensure children's individual learning needs are fully addressed
- keep a record of any visitors, including their names, the purpose of the visit, and details of arrival and departure times.

The effectiveness of leadership and management of the early years provision

The childminder organises her childminding service effectively to meet the needs of the children in her care. She has written policies and procedures, and ensures these are followed well in her daily practice with the children. The childminder

provides parents with concise information about her service. The childminder has a good understanding of the requirement to safeguard children, including possible symptoms of abuse and how to record and report concerns. Written procedures on safeguarding children are in place, including what to do in the case of an allegation being made against the childminder or a member of her family. The childminder conducts risk assessments that are thorough and accurate and minimise potential hazards. Although the childminder does not maintain a record of visitors to the house, she ensures visitors are never left alone with children.

Children benefit because the childminder has a good understanding of individual needs, and how to meet them. The childminder obtains information from parents about the children's backgrounds to enable her to have an understanding of each individual child.. Children enjoy activities linked to special days and cultural festivals, and have access to a suitable range of play resources designed to promote their understanding of diversity, including posters, puzzles, dolls, music, and books. The childminder has knowledge and understanding of equality and diversity and how to include all children, who are valued and respected as individuals. The childminder has a good knowledge and understanding of how to support children who have English as an additional language or who have special educational needs and/or disabilities. She ensures all documentation relating to the care and development of the children is maintained to a good standard.

The childminder engages well with parents. Regular information is shared as children are dropped off and collected. Parents are provided with information about the setting and they are invited to contribute what they know about their child's needs and interests when their child first starts to attend. The childminder is aware of the need to record any complaints and has a written policy to inform parents of how to complain. The childminder has established links with other providers, such as the local nursery and school, to promote a collaborative approach to children's learning. The childminder also ensures she works closely with parents to ensure the care she provides meets the children's needs and consistency is maintained. The childminder has good relationships with parents, and their comments on the service provided were very positive. The childminder has updated policies and procedures, undertaken self-evaluation, and attended training, which demonstrates a positive attitude and commitment to improvement.

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

Children benefit well from a warm, welcoming environment where they settle well and enjoy their time with the childminder. Children feel at home and at ease in the well organised environment. They are relaxed and happy. The areas of the premises used are organised appropriately to ensure the children can play safely. They receive constant encouragement and attention from the childminder to support their learning and enjoyment. Children make good progress in their learning because the childminder provides a suitable range of adult and child-led experiences inside and outdoors. Children easily access all resources and are able to make choices and decisions about their play according to their interests.

Children enjoy selecting books to read with the childminder. This helps them to develop language skills and develop relationships with other children and childminder. The childminder also develops children's language skills through conversations and questioning. Children readily use mark-making resources and engage in colouring and drawing, which helps to develop their creativity. Examples of children's handprints are displayed to show children their efforts are valued. Children's learning is promoted by the caring attitudes of the childminder who provides them with much individual attention and praise for their achievements. The childminder encourages appropriate behaviour through gentle reminders whilst children are playing. Although opportunities to develop an understanding of information technology are limited, children do have some opportunities to develop an understanding of this area through the use of interactive toys. Children have many opportunities to develop their numeracy skills, including playing counting games. They have opportunities to develop an understanding of the natural world and have been learning about different animals and the noises they make.

The childminder has a good understanding of the Early Years Foundation Stage and the importance of providing an stimulating environment that promotes children's learning and well-being. The childminder uses activity dairies to record children's activities, and is aware of the need to observe what children do so she can monitor their progress and decide how best to support them. The childminder has started to use observations and has identified children's starting points, but these are not fully linked to the next steps in learning and the future planning of activities to ensure children's individual learning needs are fully addressed.

Children develop a good awareness of the principles of healthy living. Posters of healthy foods, such as vegetables, are displayed to make the playroom welcoming to children and encourage them to talk about healthy eating. Children play and move around in a hygienically clean, tidy and well organised environment. They are able to sleep according to their own routines. Children enjoy opportunities to take part in physical play, both indoors and out; this helps to keep them in good health and encourages them to further develop their physical skills. They enjoy fresh air and exercise daily by accessing the garden where they can run, ride wheeled toys and play with balls. This helps to develop a positive attitude towards physical activity. Children are beginning to learn to keep themselves safe. They explore their local community as they go out and visit places like parks. Children feel safe and have a secure relationship with the childminder. This promotes conversations and builds children's confidence and self-esteem. Children are encouraged to wash their hands before and after breakfast and other meals, and after using the toilet, which helps to prevent the spread of infection. They are provided with healthy nutritious meals, including vegetables and fresh fruits, that meet their individual dietary needs. The childminder ensures children have free access to fresh drinking water to ensure they remain hydrated. Documentation is up-to-date and stored securely, taking into account the need for confidentiality. This supports children's welfare. Children generally acquire skills and abilities which are appropriate to their age, and their progress ensures they are developing skills for the future.

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	3
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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