

Inspection report for early years provision

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Inspection date	11/05/2011
Inspector	Marilyn Peacock
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 husband and daughter aged three in a residential area of Hornchurch, Essex in the London borough of Havering. The family lives in a town house and all areas are used for childminding except the second floor bathroom and main bedroom. An enclosed garden is available for outdoor play.

The childminder is registered on the Early Years Register and the compulsory parts of the Childcare Register to care for no more than five children under eight years; of these, not more than two may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder is currently minding two children in the early years age group on a part time basis.

The family has two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children who are new to the setting are happy and settled in the childminder's care. Their welfare is safeguarded through the implementation of suitable safety procedures including comprehensive risk assessments of the home and for outings. The childminder actively works in partnership with parents to promote continuity of care. Children are starting to make good progress on their individual learning journeys with appropriate support from the childminder. The childminder monitors her practice, has plans for improvement in place that are likely to improve the outcomes for children and is committed to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the procedures for reflective practice and introduce a culture of self evaluation and informed discussion to identify strengths and priorities for development
- improve opportunities for children to learn to value different aspects of their own and other people's lives; consider extending the range and use of resources that reflect positive images of diversity.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted because the childminder has a sound understanding of safeguarding procedures and her role in protecting children. She has a clear safeguarding policy to refer to if required. Household members have been vetted to establish their suitability and details of visitors to the home are recorded. The childminder carries out regular risk assessments indoors and outdoors to identify and address potential to ensure children's safety whilst in her care. The childminder has recently completed a National Vocational Qualification in early years at level 3 giving her confidence to better promote children's care and learning experiences. She also holds a suitable first aid qualification. Accidents and medication administered are recorded and parents sign to acknowledge the entries when they collect their children. The ground floor play areas and compact garden provide a homely, child friendly environment where children can move around in safety. Adequate resources and equipment are available for children to choose from and these include a few resources that promote positive images of diversity.

The childminder knows the children well. Good use is made of settling-in arrangements to ensure the parents are familiar with the setting and the way the childminder works and the childminder takes the opportunity to gather information from parents to learn what make each child unique. Parents are well informed of the childminder's policies and procedures and they have given consent for the childminder to take photographs, make observations and for the childminder to seek emergency medical advice or treatment for their children, if necessary. The relationship between the childminder and the parents is developing well with comprehensive daily diaries shared, giving the parents a clear picture of their child's experiences each day. Parents also use the diary to share their observations of their child at home, helping the childminder gain a fuller picture of the children's learning and welfare needs. The childminder is aware of her responsibility to work with other agencies and those that share the children's learning journey however at present the children she cares for do not attend other provision. The childminder is new to childminding but has started to reflect on her provision so far and has identified areas she would like to work on for further improvement. It is too early to know how effective the systems used are but plans for improvement are well targeted.

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

The childminder has a warm, caring relationship with the children she cares for. She recognises their different personalities and provides learning opportunities each day that compliment their current interests. She has made a good start of assessing children's progress and has clearly identified the next steps for their learning. Children enjoy a full range of activities planned to promote children's development across each of the six areas of learning; these take place in the childminder's home and children's experiences are enhanced by visits to local

children's centres. The children are making good progress across most aspects of their learning and are gaining skills for the future. The childminder supports children's development in communication, language and literacy. Children like to cuddle up to the childminder to enjoy stories, recalling stories they have heard previously. They are starting to recognise numerals on equipment and enjoy listening to songs which include the letters of the alphabet. They paint junk models that they have produced at home and reproduce pictures of their favourite foods and drinks using glue, glitter and tissue paper. Children's cultural heritage is valued and they play with dolls that reflect their different cultures but planning does not actively encourage children to learn to value the diversity of others.

Children enjoy healthy home cooked meals at the end of the day and choose their favourite pasta dishes at lunch time. The childminder reminds them to drink when they wake up from a nap, gently cuddling them until they are fully awake. Children learn about the importance of keeping themselves safe as the childminder routinely talks to them about hazards and they practise emergency evacuation procedures regularly so that they understand how to act in an emergency. Children's understanding of appropriate behaviour is developing well; they respond well to the childminder requests to be kind to each other and benefit from the consistent messages about behavioural expectations they receive and follow the simple house rules that the childminder has in place. The childminder readily gives children praise for their achievements and for good behaviour therefore children are keen to behave well.

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	3

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	3
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	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	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