

Inspection report for early years provision

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Inspection date	17/05/2011
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 was registered in 2001. She lives with her husband, and two children aged 23 and 10 years, in Upminster in the London borough of Havering close to shops, parks, schools and public transport links. The whole of the childminder's bungalow 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. Learning takes place overall as children are offered interesting and stimulating play resources and activities that support their development and progress. Children are safeguarded as safeguarding procedures are robust. Partnerships with parents and other professionals help support meeting each child's needs as good communication takes place about children's development and next steps. Self-evaluation supports improved practice as weaknesses are addressed which develops an improved learning environment for the children.

What steps need to be taken to improve provision further?

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

- plan an environment that is rich in signs, symbols and notices, that take into account children's different interests, understandings, home languages and cultures.

The effectiveness of leadership and management of the early years provision

Current training in safeguarding procedures underpins good knowledge, which helps to maintain children's safety and well-being. Effective risk assessments of the premises eliminate any risks to children. All required records are in place to support the consistent good management of the childminding practice, which means children are offered a good service. Strong links with outside agencies helps children get the support they need, for example appropriate discussions about

each child's development and progress at the different settings they attend.

Parents' views are sought through offering them questionnaires to complete. This helps to develop positive relationships and meets the needs of the children as well as improve practice. Daily conversations with parents about their child's development, supports their knowledge and understanding of their child's progress. Parents are included in topic work and invited to support their child's learning, by bringing in resources that support each theme. Self-evaluation is robust and identifies weaknesses, for example new ways of planning for activities are being developed, to be able to offer children a wider range of learning experiences.

Equality and diversity are promoted as each child is offered good quality learning experiences. They are developed around each child's needs and development stages, so that they are achievable and promote confidence and self-esteem. Policies and procedures are underpinned by well organized routines and practices, which promotes children's learning. Children make consistent progress towards the early learning goals, because they are offered good quality play resources and activities. These include both indoor and outdoor toys, such as creative play resources, cars, puzzles, books and construction equipment. However the setting does not reflect an environment that is rich in signs, symbols and notices that take into account children's different interests, understandings, home languages and cultures.

The childminder works hard to secure improvement and embed ambition, as she continually evaluates her practice and attends regular training to update her skills and knowledge. This helps her to offer children a stimulating and motivating learning environment, which aids children to learn and develop. She has completed training in autism, asperger's syndrome and semantic pragmatic disorder, behaviour management, safeguarding children refresher to child protection, childminder curriculum training, and NVQ level 3 in childcare.

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

Children make good progress towards the early learning goals, as a strong understanding of how children learn and develop helps to provide good quality learning experiences. Detailed observations and assessments are in place, this helps to meet each child's individual needs as activities are planned. Children have positive attitudes towards each other, they play well together and learn to share and take turns with the large outdoor apparatus. They enjoy taking part in a range of activities offered to them each day, this supports their learning and eagerness to play.

Children learn to use language confidently as they take part in puzzle activities and chat during snack time. They talk about the fruit they are eating and the seeds inside, this demonstrates their clear thinking processes and the learning taking place. Children learn to problem solve as they attempt to complete more

challenging puzzles, which helps them to build confidence and self-esteem. They are happy as they are praised, which encourages them, and makes them feel good about themselves.

Children enjoy planting vegetables in the garden, they learn how things grow and about life cycles. They are curious and show interest as they take the soil from the soil bags and place in large pots. Children develop coordination and skill as they manoeuvre the hoola-hoops around their waists in the garden. They enjoy dance and movement and riding bikes, which develops balance and control. Children are creative as they paint and draw, they enjoy cooking small cakes and decorating biscuits, all of which supports their growing imagination.

Children develop a sense of safety and belonging as they discuss the dangers of riding bikes too fast in the garden. They learn how to stay safe when crossing the road and when they visit local places in their community. This helps them to understand how to keep themselves safe. Children show a good awareness about what constitutes a healthy lifestyle. They enjoy helping to prepare nutritious snacks and eating fruit. They are active and competent as they play in the garden. They are adopting good personal hygiene routines as they learn the importance of personal hygiene.

Young children develop a sense of belonging as they are able to play well together and behave appropriately for their age and stage of development. They learn about people in their community as they visit local shops, childminding groups and parks. They have daily access to play resources that promote differences which helps them to feel positive about people who are different to them. Children develop skills for the future as they learn to cook cakes and grow vegetables in the garden. They play with programmable toys that promote their ICT skills.

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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