

Inspection report for early years provision

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Inspection date	26/05/2011
Inspector	Ruffia 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.

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Description of the childminding

The childminder was registered in 2003. She lives with one adult son. They live in a house in a quiet residential area within walking distance of the local schools, shops and park in Ilford in the London Borough of Redbridge. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. The childminder also offers care to children aged over five years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children. She is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have settled quickly, feel safe, and are confident and well occupied. They have a sense of belonging and are progressing well in their learning and development. The childminder meets the needs of all children in her care and responds to them in a positive manner. Engagement with parents and written policies and procedures contribute to smooth running of the service. The childminder has started to reflect on her service and has successfully addressed the recommendations from the last inspection which demonstrates a commitment to maintain improvement.

What steps need to be taken to improve provision further?

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

- link observations to the 'development matters' prompts to further develop planning
- develop opportunities for children to gain an understanding of information technology.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded. The childminder is clear about her responsibility to protect children from possible harm and has a sound knowledge and understanding of child protection issues and procedures. Written policies and 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. Parents are made aware of the childminder's responsibilities prior to their children attending the setting. The childminder has completed risk assessments which cover all areas of the environment including outings. Adults living in the home are suitably vetted and visitors are not left alone with children. The childminder has gates to restrict access to unsupervised areas and the front door remains locked whilst children are present. Smoke alarms are at each level of the house and a fire blanket is in the kitchen to help safeguard children in the event of a fire. Furthermore an emergency evacuation plan is in place and practiced with children regularly and records are kept.

The childminder is experienced and provides an inclusive service. Children are treated with equal concern and the childminder recognises that they are individuals with varying needs and abilities. Activities are adapted to be appropriate and interesting to all children, taking account of how differently they play. The childminder was able to demonstrate a good understanding of how to support children who have special educational needs and/or disabilities or who speak English as a second language. Children who speak English as an additional language are supported well, for example the childminder learns a few key words of the children's first language to help her understand what children say and need. The childminder ensures children have access to a suitable range of play resources designed to promote their understanding of diversity and the wider world including dolls, puzzles, music and books. Children's understanding of diversity is promoted through activities linked to special events and cultural festivals, such as Eid, Diwali and Chinese New Year. Children begin to find out about difference as they share books about all kinds of people and beliefs.

The childminder offers plenty of praise and encouragement as the children achieve and the children respond with good behaviour. The childminder is consistent and caring towards the children. She ensures they understand the rules of the home and works with parents to ensure consistency between her home and the child's home when dealing with behaviour management. Parents are involved in their children's learning through the use of a daily diary and also an activity folder with photos and pictures of shared events. The childminder understands the importance of developing relationships with other providers, and informs parents of messages from schools.

The childminder has started to evaluate her service and identified some areas for improvement. She has addressed the recommendation from the last inspection and demonstrates a commitment to improvement.

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

Children are settled and confident in the childminder's presence. The childminder welcomes all children and takes steps to ensure resources are suitable to meet varying needs and interests. A suitable variety of activities are available to children to reflect the different areas of learning within the Early Years Foundation Stage

framework. The childminder prepares her home for children before they arrive to present a welcoming environment. The childminder sets out a selection of toys each day, appropriate to the children attending. These are regularly changed to provide ongoing interest and to challenge children. Children have easy access to resources and enjoy playing with puzzles, dough, dolls, prams, a play kitchen and trains. Children's independence is promoted as they are encouraged to make choices about what they play with from the good range of resources available to them. Although observations are not consistently linked to the 'development matters' prompts, observations of children inform the planning of activities. Children's creativity is developed as take part in a range of activities, for example they draw, paint and make collages, and this also helps to develop their fine motor skills. Activities are used by the childminder to help children develop their counting skills and recognition of colours and shapes. Children count and name colours and shapes as they play with play dough and building blocks. Children develop skills for the future, they develop their skills in problem solving as they play with jigsaws and puzzles. Although opportunities to develop an understanding of information technology are limited, children are able to play with some interactive toys. They explore the environment under careful supervision and benefit from the childminder's awareness of their individual routines.

The childminder takes children with her when she collects older children from school and visits local play areas and shops. When outside the home children start to learn about the wider world they live in. The childminder also uses local amenities such as the park, and library to promote children's awareness of their neighbourhood. The childminder suitably promotes the children's understanding of healthy and safe lifestyles. Children are encouraged to learn about personal hygiene procedures. They are encouraged to wash their hands after using the toilet and before eating. All children have their own hand towels which helps to prevent the spread of infection. Children benefit because the childminder provides children with healthy and nutritious meals and ensures that drinks are available. Children enjoy meal times, which are treated as social occasions to help children develop their social skills. Children's health is promoted by opportunities to exercise and children have access to an enclosed garden where they play regularly. Children's health and wellbeing are also promoted because medication is stored safely, and the childminder has completed appropriate first aid training and is aware of procedures to follow should a child become ill in her care. Furthermore children's welfare is promoted in the event of a serious accident or emergency because the childminder has obtained written permission from parents to seek emergency medical treatment or advice.

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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