

Inspection report for early years provision

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Inspection date	09/06/2011
Inspector	Amanda Allen
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 has been a registered childminder since 1998. She lives with her husband and three children who are aged 21, 18 and 15 years of age. The family live in an end of terraced house in Rainham, in the London Borough of Havering. The childminder is registered to care for a maximum of six children under eight years at any one time; of these no more than three may be in the early years age range, with no more than one aged under one year at any one time. She is currently minding four children in this age group, who attend a variety of sessions. She also offers before and after school care to children aged five years to 11 years. The childminder is registered on the Early Years Register and both parts of parts of the Childcare Register. Her home is within walking distance of local shops in the town centre, the library and primary schools. There is no provision for overnight care. The family have one cat.

Children have access to the whole of the ground floor, with toilet and sleeping facilities also provided in this area. There is also a small garden for outdoor play.

The childminder is a member of the National Child Minders Association. She collects children from the local school and attends local childminder drop in sessions on a regular basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder demonstrates a good in-depth knowledge of each child as an individual, which enables her to successfully meet children's learning and welfare needs. Inclusive practice is good and the childminder is flexible to the needs of each child and their family. Excellent relationships with parents and other professionals helps to contribute significantly so that the individual needs of all of the children are being met.

The childminder reflects on her childcare practice and has embarked on a number of training courses to enhance her own professional development and the development of her childminding service.

What steps need to be taken to improve provision further?

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

- develop current systems for the observation and assessment of children, so that they all consistently include starting points, six areas of learning and the next steps for development
- improve systems to monitor evacuation of fire drills to include number of

children, time taken and include any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

Safeguarding the children in her care is paramount to the childminder. Comprehensive policies and procedures are in place to protect the children from harm and neglect. The childminder has thorough knowledge and understanding of child protection issues. She is fully aware of the procedures to follow should she have any concerns about the welfare of a child within her care. She is also aware of the steps to follow should any an allegation of abuse be made towards the childminder or a member of her family.

Full risk assessments are carried out on the home and for all trips and outings. The childminder is fully aware of her responsibilities in making sure the children are kept safe during an emergency evacuation of her home and the children understand what to and a how to behave in such an emergency. The childminder holds a current first aid certificate and so she can give appropriate treatment if there is an accident to a child in her care. Details of all accidents are recorded and counter signed by parents on collection of their child.

Emergency fire evacuation procedures are in place and regularly practiced with the children, however, the childminder does not currently record the number of children, time taken or any problems encountered and how they were resolved. All adult members of the household hold full Criminal Records Bureau checks and the childminder has a good understanding of how to protect the children from non vetted visitors to the home.

The well organised systems ensure that all required records and documentation are available and successfully provide all necessary information for the ongoing support of each individual child. The childminder effectively communicates on a daily basis with parents. She shares all of her observations of their children with them. Each child has a development file which includes 'on the spot' notes from observations she has made, photos of the children's activities and samples of their art work. Parents receive daily verbal feedback and a comprehensive written daily communication diary keeps parents informed of their child's activities, meals, nappy changes and sleep times.

The childminder is committed to building excellent positive relationships with both parents and other child care provisions. She has regular contact with her local authority development worker and attends weekly childminding drop-in groups. She has an excellent relationship with the local primary school and uses many of their resources such as dual language books to enhance her service. She demonstrates a clear understanding of how these partnerships are effective in supporting each child's individual learning.

The childminder promotes an inclusive environment in which all children feel valued and included. She has a good knowledge and understanding of how to

meet any special educational needs. There is a wide range of attractive resources and pictorial images accessible to children, including some which reflect diversity. Children enjoy the freedom to choose from accessible toys and games and are well supported by the childminder as she joins in their play. They keep busy and happy, benefiting from the interaction of the childminder as she encourages an interest in different activities. The childminder is positive about the inclusion of all children and works to make sure that children of all ages are provided with appropriate activities and experiences.

The childminder effectively evaluates and reflects on her practice and the service she provides to accurately identify improvements she needs to make. She continues with her own professional development by attending training and has recently completed her Level 3 qualification in Childcare, Learning and Development.

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

Children appear happy, confident and exceptionally well settled in the comfortable and relaxed atmosphere of the childminder's home. They are carefully nurtured by the warm close relationship they have with the childminder, which supports each child to be confident and feel secure to make choices from the activities and resources provided. Children gain self-confidence and independence as they select play activities, often becoming absorbed in independent exploration.

They are encouraged to develop communication skills as the childminder talks with them and asks open questions to extend their thinking and communication skills. Children's individual learning and development is very well supported by the in-depth knowledge that the childminder has of the children in her care. She is aware of each child's favourite resources, such as an interest in computers, sealife or dinosaurs, and responds to these appropriately, so that all children become interested and active learners.

The childminder is making effective use of each child's learning and development profile through a range of observations and assessments, to build a clear picture of children's individual needs. Each child has an assessment folder which the childminder uses to note significant milestones in each child's development. These assessments are also used to evaluate the activities that she provides. These observations are clear and focused, although they do not consistently include the next steps for development and she does not link her findings to the six areas of learning. As a result, there are some missed opportunities to further enhance the children's learning.

Children play in the lounge and play room area where they have direct and safe access to a wide range of toys, equipment and resources that are suitable for their ages. Children are playing with dinosaurs and musical interactive toys. The childminder encourages the children to talk about the different dinosaurs and they use the laptop to design dinosaur scenes and play games. Children have daily

outdoor access to the garden where they have free access to a wide range of resources and she also takes them on regular trips to the local parks and the childminder drop in centre. She also takes the children on outings during the school holidays to places of interest such as the Sealife Centre and museums.

The childminder has a very calming nature which results in well behaved children who respond well to praise. The childminder ensures she is consistent in her approach to behaviour management and adapts it to the age and understanding of the children involved. Children are able to feel safe and very secure due to the vigilance of the childminder. The childminder has a clear understanding of the importance of the use of positive strategies to support children's behaviour. She actively encourages children to share and take turns and is careful to monitor the children at play, to ensure that toys and equipment are used safely and appropriately.

Children are taught about the importance of personal hygiene throughout their day at the childminder's. She makes sure the children have their hands washed before and after they eat, after using the bathroom and when coming in from playing in the garden. The children have their own towels on named pegs, outside the bathroom, thereby helping to limit cross-infection.

All children have extremely healthy and nutritious meals and snacks. The childminder works with the parents making sure the meals meet the children's dietary requirements. Fresh drinking water is available at all times and children have their own individual cups and beakers.

Overall, the children are cared for in a warm and welcoming environment by a caring childminder who is responsive to their individual interests and needs.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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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