

Inspection report for early years provision

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Inspection date	06/06/2011
Inspector	Rufia Uddin
Type of setting	Childminder

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T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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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 her husband, brother-in-law, sister-in-law, two adult children aged 22 and 16 and her niece aged three. 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 mainly used for childminding. There is a fully enclosed garden available for outside play. There is a playroom at the back of the garden which is also used for childminding.

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 currently looks after two children in the early years age group. The childminder also offers care to children aged over five. 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 feel safe and are confident and well occupied. They have a sense of belonging and are progressing well in all areas of 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 is good and communication with them is detailed. Written policies and procedures contribute to the effective management of the service. The childminder has undertaken self-evaluation, sought feedback from parents and addressed recommendations from the previous inspection 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:

- link observations to the 'development matters' prompts to further develop planning
- consider keeping 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

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. The childminder has developed well written and concise policies and procedures including what to do in the case of an allegation being made against the childminder or a member of her family. The childminder has completed risk assessments which cover all areas of the environment. Records of risk assessments for outings were also available and all adults living in the home are suitably vetted. Although the childminder does not maintain a record of visitors to the house, she ensures visitors are not left alone with children. Supervision from the childminder protects children and is supported by explaining things to children, for example children know not to go into the kitchen area on their own. Children develop a sense of safety by being included in discussions about danger for example about the importance of wearing seat belts and road safety. The appropriate smoke alarms and fire blankets are in place and there is a fire procedure on display. Children can play with the varied range of play materials, which are of good quality and stored safely. A good range of suitable equipment is used by children which ensures their general care and safety. Children benefit because the childminder has a good understanding of individual needs, and how to meet them. 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.

The childminder engages with parents well, regular information is shared with them 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. This identifies starting points and helps to focus on children's individual needs. Parents provide information about their child's care needs, including their specific dietary requirements, which the childminder caters for. Scrap books of children's work is available for parents to see. The childminder gets information from parents about the children's backgrounds to enable her to have an understanding of each individual child. The childminder demonstrated 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. The childminder has good knowledge and understanding about equality and diversity and how to include all children. The childminder has a good understanding of special needs and has a good range of resources that support children's understanding of equality and diversity, including posters, small world people, dolls from different ethnic backgrounds and toys, puzzles, music, books and posters of children with disabilities. The childminder also helps to increase children's awareness of the wider world and the society in which they live through discussions and stories, for example she discusses events such as the 2012 Olympics and what it is all about with the children. Children are well behaved. They interact well together, listening to each other and sharing and taking turns with toys. Good behaviour is encouraged by the childminder being a good role model, and by positive strategies such as praise and encouragement. The childminder has established links with other providers, such as the local nursery and school to promote a collaborative approach to children's learning, and informs parents of messages from schools. The childminder has a positive attitude to driving improvement to improve the outcomes for all children. To help her do this the childminder seeks the views of parents about the service. Parents have regular questionnaires to complete and these were seen during inspection. Parents made positive comments about the childminder. The childminder has also attended a number of training courses in

order to improve her knowledge and understanding of childcare. The childminder has updated policies and procedures, undertaken self evaluation, and addressed the recommendations from the last inspection which reflects her positive attitude and commitment to improvement.

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

Children benefit from a welcoming and warm environment where they settle well and enjoy their time with the childminder. Children feel at home and at ease in the well organised environment. Children know the childminder and her family well and are therefore relaxed and happy. A notice board displays information for parents. 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. The areas of the premises used are organised well to ensure that the children can play safely. Children receive constant encouragement and attention from the childminder to support their learning and enjoyment. 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 is developing her knowledge of the Early Years Foundation stage and as a consequence is developing an understanding about how children learn and develop. Although observations are not yet fully linked to the six areas of learning and development matters prompts, observations on the children inform the planning of activities to help ensure children remain interested and make progress. Children make good progress in their learning because the childminder provides a suitable range of adult and child lead activities. Children easily access resources and make choices and decisions about their play. For example, they enjoy playing with play dough together with the childminder. This helps them to develop close relationships and develop their creative skills. 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. Children are encouraged to express themselves through a variety of media. They are encouraged to explore a range of textures, and engage in painting and colouring. Children develop their language skills as they learn new words and enjoy listening to rhymes and songs. Children are developing skills for the future such as technology skills whilst using a range of learning resources, such as programmable toys and games. Children develop their problem solving and numeracy skills while playing with puzzles and in the role play area, for example they can play with toy cash tills and count paper "money". Children also play with toy mobile phones and benefit from seeing number posters on the wall. Children's health is promoted as the childminder encourages children to take part in regular physical activity and exercise, for example by playing in the garden. Children also enjoy fresh air and opportunities to practice physical skills when they visit the park. Documentation is efficiently maintained, up-to-date and stored securely, taking into account the need for confidentiality. This supports children's welfare. Clear medication and accident records are kept and shared with parents

and there is a system in place to record any complaints. The childminder requests written parental permission for medication administered to children. The childminder suitably promotes the children's understanding of healthy and safe lifestyles. Children are encouraged to wash their hands before meals and after using the toilet, which helps to prevent the spread of infection. Children's self-care skills are developing as they follow their hygiene routines and they learn to recognise and meet their own need for drinks, which are continuously available. The childminder has a good understanding of healthy eating and has attended a course on food safety requirements. Children are provided with home-cooked meals and healthy snacks which meet their individual needs. They enjoy meal times, which are treated as social occasions, which helps to develop social skills. Children also develop their social skills and knowledge of the wider world as they participate in outings to places like local childminding groups, as well as the park and library. Children generally acquire skills and abilities which are appropriate to their age and their progress means children are being prepared for future learning 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	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met