

Inspection report for early years provision

Unique reference number	EY104204
Inspection date	14/06/2011
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.

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Description of the childminding

The childminder was registered in 2002. She lives with her husband and 16 year old daughter, in Chadwell Heath in the London borough of Barking and Dagenham close to shops, parks, schools and public transport links. The whole of the ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of four children under eight years at any one time, no more than three of these may be in the early years age range. She is currently minding one child 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 childminder has a pet dog.

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. Children take part in activities that support their learning well overall. Children are safeguarded as procedures are robust and further training has taken place. Strong partnerships with parents and other professionals help to meet the needs of children. Self-evaluation improves the care and education offered to children, which benefits children.

What steps need to be taken to improve provision further?

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

- Document children's learning through photos and words. Use these to talk to children and parents about the learning that has taken place.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, due to the knowledge and understanding gained through further training which supports children's welfare. Strong ambition helps to drive improvement which helps children to achieve, the childminder has gained knowledge through attending a variety of training courses. Resources are good and help children to learn. Children enjoy having access to a variety of toys in the playroom, and engage well with the childminder. They are able to self-select and make choices and have plenty of room to play.

Children's individual needs are met well, as an in-depth knowledge of their

backgrounds supports their care and educational needs. Equality and diversity is reflected in practice, as children are treated as individuals. They also have access to toys that reflect positive images of different cultural backgrounds. Partnerships have been established and help to meet children's needs. Children's progress is shared with relevant professionals who also care for the children. Partnerships with parents are strong, which supports effective relationships and benefits children. Parents have access to children's progress files, however they are not documented through photos and words to show to children and parents. Self-evaluation has identified areas of weakness which have been addressed, helping to offer children better care and education.

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

Children make good progress towards the early learning goals and they are offered a stimulating range of play experiences. Effective knowledge of the six areas of learning helps to support children's development. Children behave well and have positive attitudes towards each other. Good quality interaction with the childminder supports emotional and social development. Children develop early skills for reading and writing through meaningful, practical experiences, such as listening to stories and drawing. They show curiosity about living things such as dogs. They learn about the world around them as they visit places of interest, such as London and travel on different forms of transport. Children learn to problem solve as they count different objects and are able to count to ten. They also use mathematical language as they count the amount of objects on the table. Children are creative when they paint, sing, dance and take part in role play activities

Children are secure and develop a sense of belonging. They learn about safety as they cross the road. They understand the rules of road safety, which is reinforced to their level of understanding and helps them to keep safe. Children adopt good personal hygiene routines and independently use the toilet. They understand the importance of hand washing. They enjoy eating a selection of healthy snacks and discuss the foods that are bad and good for you as they look through books about food. Children enjoy physical activity daily and walk a lot, as well as playing in the garden and in the local parks. This helps them to understand the importance of exercise and how to keep healthy.

Children are respectful and behave well, they have good manners and are kind to each other. They are happy and settled and enjoy talking and communicating as they play. They learn about differences through play with toys that reflect diversity. Children have good communication skills and are able to role play real life situations that help them to build skills for the future. They use the toys available, such as small buggies and dolls to show they understand how to look after others and visit the shops.

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