

Inspection report for early years provision

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Inspection date	07/06/2011
Inspector	Marilyn Peacock
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 registered in 1992. She lives in a house in the residential area of Rainham, in the London Borough of Havering. There are parks, shops and schools all within walking distance. The whole of the premises is registered for use but childminding mainly takes place on the ground floor. There is a fully enclosed garden available for outside play.

The childminder is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time. The childminder is currently minding two children in the early years age range. She also cares for children aged over five years before and after school.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a friendly and welcoming environment. Their welfare, learning and development needs are met well. The children make good progress in their learning because the childminder offers plenty of fun activities, enabling each child to enjoy their time in the setting. The strong partnership with parents and others enhances the care the childminder provides. Overall, the childminder works closely with parents to meet children's individual needs effectively. Children's safety and security are given high priority and the children learn how to keep themselves safe during daily routines. The childminder recognises the need for continuous improvement to enhance the quality of the provision.

What steps need to be taken to improve provision further?

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

- encourage parents to add their comments and observations to their child's development record.

The effectiveness of leadership and management of the early years provision

The childminder effectively protects and safeguards children's welfare. She has a good understanding of her responsibilities in protecting children from harm

including reporting and monitoring concerns. She is fully aware of potential signs of abuse and neglect and is able to promote children's well-being effectively. Risk assessments for the home and outings are undertaken regularly. All potential hazards have been identified and accidents minimised.

The childminder organises her resources well, allowing children to make safe and independent choices in their play. She clearly loves her role and plans her time effectively. She provides outings and exciting activities during the day, ensuring she is back in time to collect children from the local school.

The childminder knows the children and their families exceptionally well. Parents speak enthusiastically about the service she provides and a friendly but professional partnership is evident. Parents receive detailed verbal information about their child's care and learning each day. The childminder finds out about children's individual needs, abilities, backgrounds and routines at the start of the childminding agreement. This helps the family to have confidence in the arrangements provided and the child to settle easier, as their care needs are known and therefore can be met effectively. Parents are encouraged to look at and comment on their child's development records at any time. Although, observations of their child's learning at home are not regularly shared, which would provide a fuller picture of children's learning experiences and help the childminder plan for children's learning journey. The childminder has developed positive links with other childcare providers, where minded children also receive care and education. She regularly talks to other practitioners about children's achievements and areas where she is currently providing support. This joint working promotes continuity in children's learning and helps to ensure children receive the best play and learning experiences.

The childminder is beginning to evaluate her practice. Strengths and areas for further development have been identified and an action plan put in place to guide improvement.

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

Children are able to play and learn in a child-friendly and homely environment. The childminder has a good understanding of child development and how children learn through play. She uses her knowledge of children's learning so far and their current interests to progress their learning effectively as they play. She skilfully introduces new vocabulary and helps them recall previous learning. She adapts activities to help children concentrate and explore in a different way, which encourages them to think things through and make predictions. Children are able to independently access resources; a wide variety is easily accessible in trays and boxes, which are at child height in the toy room. This enables them to make choices and direct their own learning and play. Children are respectful of the toys, which they happily pack away when finished with them.

The childminder is committed to providing a fun and happy environment for the

children. She is attentive, respectful and listens to the children. As a result, children appear confident, are developing self-esteem and are happy and enthusiastic about learning. Planning for the children's next steps of learning is built on regular observation and assessment of their learning so far. Children solve simple problems as they match pieces of a puzzle together. They are encouraged to use their imagination and express their creativity through arts, crafts and role play. They enjoy more physical play in the garden. They skilfully slide down the slide and swing high on the swing, aware that they need to watch out for the other children. They help themselves to cars and sit-on-toys from the store in the garden and manoeuvre these skilfully around the garden, easily avoiding the resources and other children.

The children behave well. They know what the childminder expects as she provides consistent routines and boundaries. Children are developing positive attitudes to others; they learn about interesting events, such as Christmas, Diwali and Chinese New Year. The children also have access to resources that reflect positive images of diversity such as books, dolls and play figures. The children have good opportunities to socialise with other children. The childminder takes the children to a local childminder drop-in and meets up with other minders at least once a week. During these trips the children enjoy various pre-planned events; for example, craft activities, planting and trips to local places of interest such as the city farm and the forest.

Children demonstrate they feel safe, as they readily approach the childminder for cuddles and support. They move around the house freely taking resources from one room to another. Children learn about staying safe away from the home and practise road safety often. They dress up as crossing patrol people, holding the 'stop children crossing' sign aloft and helping the other children cross the zebra crossing laid out in the kitchen. They practise emergency evacuation regularly and understand the importance of staying calm and listening to the childminder in an emergency.

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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