

Inspection report for early years provision

Unique reference number	EY265693
Inspection date	13/06/2011
Inspector	Shaheen Belai
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 was registered in 2003. She lives with her husband and their children, aged 14 and 12 years, in Ilford, within the London Borough of Redbridge. Minded children have access to the whole of the ground floor. There is an enclosed outdoor play area for children's use. The childminder is registered to care for a maximum of six children under eight years of age; of these three may be in the early years age range. The childminder currently has three children in the early years age range on roll, who attend on a full and part-time basis. The childminder is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. The childminder has two pet rabbits. She is a member of the National Childminding Association and collects children from the local primary school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a stimulating, child-friendly, safe and caring environment where children are valued, included and respected. Children make good progress in their individual learning and development as they are well supported by the childminder who provides a range of stimulating activities and resources. Overall, good relationships have been established with parents and other providers to ensure continuity of care and to promote consistency in children's care and learning. The childminder is committed to continuous development and has met previous recommendations to promote positive learning experiences for children.

What steps need to be taken to improve provision further?

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

- enable parents to review their child's progress regularly, for example by ensuring that observations and assessments are maintained in date order.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as the childminder has a clear understanding of safeguarding issues. Daily and detailed periodic risk assessments of the premises and outings are carried out and a record of these are maintained. Clear, accurate records are kept, including an attendance register, accident and medication records. The premises are very well-organised and allow children to move around in a safe environment. Resources are of good quality and are effectively arranged and organised, creating an enabling environment for all

children to play and learn in. The outdoor area has been developed since the last inspection and provides children with an additional learning space that is used to effectively on a regular basis. Children are confident and independent learners because resources are mainly stored within easy reach or sight. Low-level furniture allows children to play comfortably. Resources, activities and the celebration of festivals allow children to value others and develop a positive outlook to diversity. The childminder promotes equality and diversity for all children. Her effective systems for gathering information about children's individual needs ensure their individual welfare needs are effectively met. The childminder organises a stimulating weekly routine for children, allowing for regular attendance to community groups and venues to broaden children's learning and social experiences.

Children benefit from positive relationships between the childminder, parents and with other providers. For example, the childminder liaises with staff in pre-school and reception class settings where children attend during the day. This allows her to complement children's learning by building upon activities they have done in the settings and sharing information about their care. Systems are in place to establish daily communication with parents which include daily discussions at handover and daily diary sheets sent home. The childminder also uses periodic parental questionnaires and formal meetings with parents to discuss children's overall development and care. Written policies and procedures that underpin the childminder's practice are shared and provided to parents. This provides parents with good information which includes safeguarding and complaints procedures.

The childminder is committed to making improvements and developing her understanding of childcare issues. She attends training regularly within her local authority and this allows her to develop the service she provides to children. She reflects on the quality of her service and has completed her Ofsted self-evaluation form in which she has highlighted her strengths and areas to develop on. For example, she has identified working towards gaining a recognised qualification in the future to complement the experience she has gained from childminding. Since the last inspection the childminder has addressed previous recommendations fully to ensure improvement in her service. This has ensured that children benefit from a wide range of resources to promote their physical development both indoors and outdoors, as well as being able to access resources that promote disability in a positive manner.

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

The childminder has a good knowledge of the Early Years Foundation Stage and a good awareness of each child's individual stage of learning. As a result, she provides children with well-planned and organised activities to engage in, supporting their individual development and preparing them to develop a good and balanced range of skills for the future. Children are provided with a wide variety of opportunities to enable them to make good progress in their learning and development. They engage in a variety of adult-led and child-initiated activities

which cover all areas of learning. The childminder is familiar with the varied systems of assessing children's learning. For example, she has provided each child with their own developmental profiles, which she uses to record their learning journeys. These include written observations, photographs and samples of children's work to reflect their progress. Parents are welcome to view and discuss the profiles at any time. The written observations are detailed, relate to the learning outcomes and identify how to support the next stage. However, they are not organised in date order to help parents see how children have reached their current level of achievement.

Children are very happy, settled and at ease in the childminder's home. She is responsive to their needs and ensures they feel comfortable and safe whilst in her care. This reflects the trusting, close relationships in place between the childminder and the children. Children receive good levels of support and guidance from the childminder as they address challenges and this enables them to make progress. For example, they engage with interest as the childminder introduces a musical jigsaw puzzle, which also encourages them to sound out animal noises. The positive organisation of the play resources and the premises enables children to develop a sense of belonging and contributes to their independence. The childminder ensures that both the indoor and outdoor areas are used daily to provide children with experiences in all six areas of learning.

Regular attendance at community groups, such as parent and toddler group, childminding groups and 'rhyme time' sessions at the library provides children with broader learning experiences. The childminder ensures that both the indoor and outdoor areas are used daily to provide children with experiences in all six areas of learning. The childminder is skilful in extending children's interests and provides resources accordingly. Children spend long periods of time engrossed in stimulating activities where they demonstrate high levels of concentration, such as kicking the football in the garden, using a range of tools with play dough and skilfully steering a pushchair around the premises.

Children gain self-confidence and independence as they select play activities and often become absorbed in what they are doing for extended periods of time. For example, young children are able to concentrate extremely well at a play dough activity, where they learn to scoop up balls of dough with a spoon or learn to recognise the different shapes used as cutter. This is because the childminder extends the activity and makes full use of the many learning opportunities it presents. Children's language and thought processes are effectively promoted as the childminder asks open-ended questions and introduces new vocabulary. They pick up on nursery rhymes being played on the CD player and join in with actions. They develop an understanding of maths and problem solving through the provision of puzzles, counting rhymes and sorting activities. Children access the toy computer and use a range of interactive resources which help them to develop skills for the future. A good range of books promote children's early reading skills and help them to develop an interest in books. The dressing- p area and home corner is well sourced and allows children to use their imagination and express their experiences. Children learn about themselves and their environment as they nurture their tomato and bean plants in the garden. Children show interest in the planes flying overhead, and watch with interest and some caution as bubbles move

into the air from the bubble machine. Children use a range of materials daily to explore early mark making and creativity. A range of children's work is displayed, reflecting the varied abilities and giving recognition to their developing skills. Children enjoy playing with sand, water, sticking and painting activities. They use a range of tools to develop fine control skills. For example, they use brushes, scissors, rollers and cutters. Children have regular physical play, allowing for them to benefit from fresh air and exercise. The development of the outdoor play area allows for this to be used in all weathers and for children to access a wide range of resources for promoting their physical development. For example, they access resources that support skills in crawling, balancing, climbing and learning to ride small vehicles. In addition, children walk to and from local venues.

Children are starting to make healthy choices in the food provided for them, such as eating plenty of fresh fruit for snacks and having drinking water at all times within their reach. All individual dietary requirements, eating patterns, likes and dislikes are discussed with parents to meet individual needs. Children learn about aspects of their own safety when they are out and about as they practise safe procedures for road safety. They are supported to understand safe ways to behave and use equipment, so that they do not injure themselves or others. Children regularly practise the emergency evacuation plan, so they know how to behave if the actual need arose. Children are very well-behaved. They are developing good manners, and learning to share and take turns. The childminder is calm in her approach and has clear expectations and boundaries in place to enable children to learn right from wrong. Children happily participate to tidy up resources and respond well to the consistent praise and recognition the childminder provides.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----