

Inspection report for early years provision

Unique reference number	128024
Inspection date	28/06/2011
Inspector	Jane Davenport
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 1998. She lives in the London borough of Redbridge with her husband, adult daughter, 14 year old son and baby granddaughter. Her daughter works with her as a registered childminding assistant. 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 family have a pet cat. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder may care for a maximum of six children under eight years at any one time; of these, not more than three may be in the early years age group, and of these, one may be aged under one. She currently has nine children on roll in the early years age group, who attend on a full and part time basis. The childminder takes and collects children from local schools and attends local childminding groups with them. The childminder has NVQ level three in Children's Care, Learning and Development. She is a member of the Woodford and Wanstead childminding network, and a member of the Greater London committee of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers children and their families a very welcoming, family orientated environment where children demonstrate that they are happy, settled and content. There are effective links with parents that ensure that children's welfare needs are met. The childminder makes regular observations of the children, although next steps are not always included in these. Nevertheless, an excellent range of play activities takes account of children's individual interests and helps them make very good progress towards the early learning goals. The childminder's excellent knowledge of safeguarding procedures and rigorous risk assessments ensure children are safeguarded at all times. She is reflective about her practice and demonstrates a good capacity for maintaining continuous improvements in the service she provides.

What steps need to be taken to improve provision further?

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

- develop the current system of planning and assessments to ensure that observations consistently identify the learning intentions and next steps for individual children's learning and to encourage more parental contributions to the children's observation folders .

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are given the utmost priority and, as such, children are extremely well safeguarded. The childminder demonstrates her excellent knowledge of child protection procedures, and of some indicators that may give cause for concern. She keeps her training up to date, and maintains reference information and accurate written procedures. Robust and thorough risk assessments, which identify all aspects of the environment needing to be checked on a regular basis, are conducted on all areas of the premises. Risk assessments are also extended to cover arrangements for her pet, all types of outings, using public transport and different sorts of play, such as water play and using the trampoline. The rigour with which she carries out these assessments underpins the attention to detail the childminder gives to her work in safeguarding children in her care.

The childminder provides a fully inclusive service; she knows and meets the children's individual needs very well. Children who have special educational needs and/or disabilities and those who speak English as an additional language are well supported. For example, she reinforces the concept of sharing for children who may experience difficulties with this, and provides a welcome poster in different languages and dual language books to reinforce respect for children's home languages. Good quality and varied toys are stored in a way that facilitates easy access for the children. They contain many positive images of culture, gender and varied abilities. This, together with the positive responses she gives to children's questions about differences, helps them gain a healthy respect for diversity.

The childminder has established good relationships with parents; she gathers clear information from them so that she knows about children's individual interests and needs, and can provide consistency of care. Parents are provided with a welcome pack containing copies of the childminder's policies and procedures. Daily diaries and observation folders are effective in providing parents with information about their child's participation and progress at the setting. Parents and children are greeted warmly and made to feel welcome. Positive written feedback from parents demonstrates their high regard for the childminder and the service she offers. Partnership working with others extends to sharing information with teachers and key workers at other settings children also attend. The childminder complements activities being done there, within her home, to promote consistency and continuity of learning.

The childminder demonstrates commitment to continuous improvement and is motivated to continue making changes that improve outcomes for children. She has begun to establish a system for self-evaluation, which has given her an accurate picture of her strengths and areas for development. She maintains a clear vision for the future and is proactive in seeking out training courses, which will help her update her knowledge in areas that are relevant to her work. For example, she has an NVQ level three in Children's Care, Learning and Development, and has recently attended training courses such as 'Wiggle and

Giggle', 'It's Child's Play' and 'Supporting Boys' Achievements'. The childminder is an active member of the Greater London committee for the National Childminding Association; attending meetings helps her to keep abreast of changes and current childcare trends. She also belongs to the Woodford and Wanstead Childminding Network, and regularly meets with other childminders to discuss and share ideas for best practice.

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

Children flourish and are confident, happy and settled in the calm, caring atmosphere of the childminder's home. They have formed strong bonds with the childminder and her assistant, and feel secure in the knowledge that they will do their very best to meet their needs. There is a real sense of fun and lots of laughter at the setting, and young children are confident enough to express their sense of humour. For example, they laugh as they rattle the shakers they have made, saying, 'It's loud, I can't hear you!' The childminder has a secure knowledge and understanding of the Early Years Foundation Stage, and implements this very effectively in her work with young children. She provides an excellent range of activities covering the six areas of learning. She establishes children's starting points with parents and makes regular observations of their achievements. She generally uses these to think about experiences to promote children's future learning. However, at present, learning intentions and next steps are not consistently clear in the observations. The childminder is considering further ways to provide ongoing opportunities for parents to contribute to their children's learning profiles.

Children's language is very well supported. The childminder has completed a Department of Education 'Every Child a Talker' (ECAT) project and effectively implements what she has learned from this; for example, there is abundant evidence of close facial interactions with babies, such as games of peek-a-boo, to encourage their communication. She asks children open ended questions to encourage them to think and makes sure she gives them sufficient time to answer. Children enjoy using language and talk about what they are doing all the time. For example, on the trampoline a child says, 'I've got running socks on', and runs around until they fall over laughing. Children love books and look at these independently or with the childminder. She extends children's specific interests, for example by obtaining books and toys for a child who is particularly interested in dinosaurs and naming the different dinosaurs.

Children's creativity is encouraged in different ways. For example, they enjoy making musical shakers out of empty plastic bottles. They fill them with dried pasta shapes, rice and lentils, with even the very youngest children showing good hand and eye coordination as they spoon the pasta shapes into the narrow neck of the bottle. Recycling items in this way also helps the older children to think about sustainability and protecting the earth's resources. Very young children are learning about how simple computers and cause and effect toys work, pressing the buttons for the required results. Children are learning new physical skills all the

time; for example, babies are supported to develop their emerging walking skills. Older children try out new experiences, such as learning to ride the big scooter, and are encouraged by the childminder saying, 'well done, you're steering it really well'.

The childminder helps children to show consideration for others as part of the daily routine, as she gently reminds them to share and take turns. All children are included in the games and activities, according to their age and abilities, and each individual is made to feel special as their successes are celebrated. If children do sometimes present challenging behaviour, the childminder deals with it effectively. This is because the strategies she uses, such as explanations, distraction and time to reflect on their behaviour, are appropriate for the ages and levels of understanding of the children who attend. She gives praise and affirmation when the children are kind to one another and behave well, and this supports their developing understanding of right and wrong. Smiley face stickers promote the children's feelings of self-esteem, and one child proudly shows off the one they have put on the end of their nose!

The activities and daily routines support children's emerging understanding of healthy habits; they are keen to play outdoors, enjoy the benefits of exercise, and eat a well-balanced diet. The childminder provides sugar free cereals, vegetarian alternatives and Halal food where required. Children are asked what they would like for their snack today and reply, 'bread sticks and strawberries'. They are encouraged to have good manners by saying 'please' and 'thank you.' Children are beginning to be aware of their own health needs and the effect that healthy exertion has on their bodies. For example, after bouncing on the trampoline, a child says, 'I'm all hot and sweaty and I need a drink.' Children are learning to keep themselves safe. The childminder allows them to be independent and take some risks within a safe environment. For example, they climb up to the trampoline, zip themselves in and make sure they are not bouncing too close to one another. The childminder has left a small patch of brambles so that they will be able to pick the blackberries when they appear, and also learn to be careful of the prickles under her watchful eye.

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	1
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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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