

Inspection report for early years provision

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Inspection date	21/06/2011
Inspector	Rufia Uddin
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 registered in 1979. She lives with her two adult sons in Seven Kings in the London Borough of Redbridge. The whole downstairs of the home and an upstairs bathroom are used for childminding. There is a fully enclosed garden for outside play. The family has a pet cat and a rabbit. The childminder works with an assistant. The childminder is registered to care for a maximum of six children at any one time; of these, three may be in the early years age group. When working with an assistant she may care for a maximum of eight children at any one time; of these, six may be in the early years age group. The childminder is currently minding seven children in the early years age group on a part-time and full-time basis. The childminder also cares for children over five years old before and after school on a part-time and full-time basis. The childminder walks to local schools to take and collect children. The childminder attends parent and toddler groups, childminder groups and music groups in the area. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are effectively met by the childminder in this generally safe and secure environment. Engagement with parents and others contributes to ensuring children's needs are met. Written policies and procedures and a range of documentation contribute to effective management. The childminder provides an interesting range of activities and experiences and children are making good progress; although, potential remains to further develop the system for observations. The childminder has addressed the recommendations from the last inspection and attended training, 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:

- make sure that the risk assessment covers anything with which a child may come into contact, for example the drain cover
- develop further systems for observing and assessing children's progress, for example by relating observations to the early learning goals

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder has a good understanding of her responsibilities in relation to child protection and keeping children safe. The childminder and her assistant show a good knowledge and understanding of child protection issues, helping them protect children from harm and neglect. They are clear about appropriate procedures to follow if they have concerns regarding a child's welfare. The childminder also has a good knowledge and understanding regarding potential concerns and how to respond. Fire drills are practised regularly and consequently children learn what to do in an emergency situation. The childminder and her assistant both have up-to-date knowledge of first aid and the childminder has obtained written permission from parents to seek emergency medical treatment or advice. Risk assessments are undertaken regularly, which contributes to ensuring a safe environment for children. The childminder also carries out risk assessments of areas outside the house and for outings, helping to ensure children remain protected at all times. However, a drain in the garden has not been covered which poses a minor risk to children. During outings the childminder teaches children about road safety and stranger danger, consequently children are developing an awareness of how to keep themselves safe. Appropriate supervision of children further promotes their safety.

Children learn to respect each other's similarities and differences through discussion and activities are adapted so that all children can participate if they wish to. Consequently children develop an awareness of equality and benefit from an inclusive environment. There is a good range of easily accessible resources that are suitable for all ages. The childminder is well-organised and has written records, documentation and a range of policies and procedures to support her in meeting the individual needs of each child and their parents well. Parents have access to the childminder's policies and this helps them to make informed decisions about the service they use. Daily diaries are used to share information about the child's day with parents and scrap books of children's work are available for parents to see. Children benefit because the childminder has established links with other providers, such as the local nursery, to promote a collaborative approach to children's learning. Recent questionnaires indicate that parents are very happy with the care provided and how quickly their child has settled with the childminder. Parents comment on the good quality of activities provided and how caring the childminder is. The childminder ensures she works closely with the parents to ensure the care she provides meets the children's needs and consistency is maintained between home and herself. The childminder also works well with other early years settings that children attend by sharing information regularly. The childminder has addressed the recommendations from the previous inspection and attended training, which reflects a positive attitude and a capacity to maintain improvement.

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

Children's individual needs are effectively met by the childminder, who provides a warm, welcoming and homely atmosphere. Consequently, children demonstrate a strong sense of belonging and benefit from secure attachments. Although observations of the children are not yet consistently linked to the early learning goals, the childminder is developing an understanding of the learning and development requirements of the Early Years Foundation Stage, which she uses to plan a stimulating and broad range of activities. Consequently children make good progress.

Children's language skills are promoted well by the childminder. Children sing songs and nursery rhymes, and therefore develop their vocabulary. The childminder sits on the floor with the children and helps them to read a story to develop their reading skills and interest in books. Children have free access to a good range of art and craft materials to encourage their creativity. They also enjoy dressing up, role play, and playing with musical instruments. The childminder uses activities and routines effectively to encourage children to count and to recognise numbers, shapes, colours and letters. Children take part in problem solving, matching and sorting activities. They enjoy learning about the natural world while helping to care for the family rabbit and on outings to the park. The childminder helps children to understand and respect difference by providing positive image pictures, posters, books, and play resources and by celebrating various festivals. The children are also learning to share and take turns as they play. The childminder is fair in her approach to the children, giving them equal attention and support. Consequently, children behave well. Good manners are encouraged and the childminder gently reminds them to say 'please' and 'thank you'. The children respond well to praise and lots of cuddles, building the children's sense of security, self-esteem and confidence. Behaviour management is consistent and effective and has a positive effect on children's learning. House rules are shared with parents and they work together to deal with any ongoing issues.

Children benefit from opportunities to be active which promote their health. The childminder uses activities to reinforce other areas of learning, for example children dance to music from different parts of the world, which as well as providing an enjoyable way to exercise also helps children to develop an awareness of the wider world and equality and diversity. Meal and snack times are social occasions, and provide an opportunity for children to develop social skills as they interact with each other and the childminder and her assistant. Children are regularly offered drinks and healthy food is provided, ensuring children have sufficient energy for play and exercise. The childminder has attended relevant training and children's health is promoted as she has a good understanding of health and hygiene policies when storing, preparing and serving meals and snacks to children. Individual dietary requirements are respected and written information is obtained. The childminder has informed parents about the food she provides. Children's well-being is effectively supported and they are learning to keep themselves healthy. Children are encouraged to wash their hands before meals and after using the toilet, when they use individual towels which help to prevent

the spread of infection.

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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