

Inspection report for early years provision

Unique reference number	118885
Inspection date	12/07/2011
Inspector	Shawleene Campbell

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 2000. She lives with her husband and two secondary school-aged children in Romford, in the London Borough of Havering. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play. 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. The childminder currently has three children in the early years age range on roll. The childminder also cares for older children. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The family has many pets including snakes, a tarantula, a lizard, dogs, rabbits and ferrets. The childminder is an Accredited Childminder, a Disability Champion and she holds a relevant childcare qualification. The childminder is also a member of an approved childminding network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's care and learning needs are met effectively due to the strong partnerships between the childminder, parents and other providers. Children are making good progress in their learning and development although parents do not contribute fully to their records of progress. The children are confident and happy in their surroundings, demonstrating that they have developed a strong sense of belonging. The childminder is committed to continuous improvement and, through the effective use of self-evaluation, she is able to provide good outcomes for all children in her care.

What steps need to be taken to improve provision further?

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

- develop systems to enable parents to contribute to their child's learning and development records and give information about their starting points.

The effectiveness of leadership and management of the early years provision

The children's welfare is effectively promoted because the childminder has a strong understanding of child protection issues, procedures and her role in safeguarding. The maintenance of required documentation for the safe and effective management of the early years setting is good because the childminder continually reviews and updates her records. Thorough risk assessments are carried out

indoors and for outings to ensure that children are cared for in a safe environment. The childminder has effectively implemented a number of policies and procedures and they are fully shared with parents when children first attend.

There are effective processes in place for self-evaluation which enable the childminder to identify strengths and areas for further development. As a result, she is planning to attend further training to support her role as a Disability Champion and to meet the needs of children with special educational needs and/or disabilities. Since the last inspection the childminder has attended a number of courses to extend her knowledge and practice which further promotes good outcomes for all children. For example, she has attended Theory into Practice conferences, attended Child Protection and Inclusion training and has completed a National Vocational Qualification Level 4 childcare course. The children learn about the culture of others, similarities and differences through the celebration of festivals, discussions and thoughtful planning. The children visit a number of places of worship, for example a temple. Children are interested in the varied resources on offer and they are able to make informed decisions about what they would like to play with. The childminder regularly rotates children's resources to maintain their interest.

The childminder has developed good relationships with parents and others. At the initial meeting parents are given an information leaflet about the childminder and her service enabling them to make an informed decision. They are also given a detailed prospectus, enabling them to have a greater understanding of the early years provision. The childminder maintains a very good flow of information with parents which effectively promotes continuity of care. For example, she uses a two-way communication book. The childminder values parent's views and these are sought through discussion and questionnaires. Parents give positive feedback and comment that they are very happy and are kept well-informed about their children's progress. The childminder effectively works in partnership with parents in moving children on in their next stage of development. However, parents do not have the opportunity to contribute to their children's records of development to further support their learning. The childminder has attended an integration day with parents at a child's playgroup and will share information by using a communication book and by showing key staff her observations of the child. The childminder supports children with special educational needs and/or disabilities well. She ensures links are made with other early years providers to enable her to effectively meet children's individual needs.

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

The children settle well and have strong relationships with the childminder and her family. They enjoy spending time playing throwing and catching games with bean bags. The children's concentration skills are developing well as they also spend time building towers with bricks, and then laugh out loud as they all fall down. Children's learning and interests are effectively extended by making a bridge for their fire engine. The children benefit from close interactions because during the

day they sit on the childminder's lap while she strokes their hair and gives cuddles. This demonstrates that trusting and caring relationships are built.

The children are making good progress in all areas of their learning and development because the childminder has a strong understanding of the Early Years Foundation Stage. The childminder plans an exciting and extensive range of activities to support children's learning and development. Planning covers the six areas of learning and it also includes themes and topics of interests, such as the seasons throughout the year. Planning includes children's individual needs and interests. Their learning is further extended by visiting places of interest, such as various parks, the seaside, Sea Life and museums. The childminder carries out regular observations and they clearly identify specific areas of learning and children's next steps. Children's profiles are also supported with photos. The childminder uses her observations to effectively track children's progress towards the early learning goals. However, parents do not have the opportunity to contribute to children's initial assessments to enable the childminder to effectively build on what children already know.

Children are developing good independent skills as the childminder encourages them to take part in everyday routines and household chores, such as hanging out the washing, taking their plates to the kitchen, hovering and feeding the animals. Children's learning is further extended because the childminder talks to children about respecting and caring animals. The childminder talks with children all the time which helps them to become confident speakers and develop their communication skills. Children's physical skills are developing well because they have good opportunities to engage in a varied range of outdoor play, such as playing in the snow, building sand castles when visiting the seaside and playing on push-a-long cars on a trip to Barley Land farm. The children frequently go swimming which further promotes their physical skills and confidence. The childminder knows children well and is aware of their likes and dislikes. Children automatically smile when the childminder talks about familiar action songs prompting them to start singing and doing the actions to 'Head, shoulders, knees and toes'. While having snacks the childminder talks to children about how many grapes they have and introduces number language, such as 'lots'. This enables children to develop an awareness of numbers and quantities from a young age.

The children are well-behaved and benefit from consistent praise and encouragement. This means they are developing a good understanding of right and wrong. The childminder gives high priority to promoting children's wellbeing. Children learn the importance of good personal hygiene as they follow effective daily routines. The children are encouraged to wash their hands at appropriate times, including when petting animals. They have separate wash bags and baskets which minimises the spread of cross infection. They receive balanced and nutritious snacks which effectively promote a healthy lifestyle and help them make healthy choices. Children's well-being is further promoted because they are cared for in a safe environment. The children learn how to keep themselves safe in the event of fire because they practise regular fire evacuation procedures.

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	1
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	1
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
--	-----