

Inspection report for early years provision

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Inspection date	31/08/2011
Inspector	Lynn Palumbo
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 2000. She lives with her two adult children in a house on the third floor of a block of flats, in the London Borough of Tower Hamlets, within easy walking distance of shops, parks, nurseries and schools. The whole of ground floor and bathroom facilities on the first floor are used for childminding.

The childminder is registered to care for a maximum of three children under eight at any one time. There are currently two children on roll, both of whom are in the early years age group. They attend at different times of the week. 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 the National Childminding Association. She walks to local nurseries and schools to take and collect children

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage framework requirements within a suitable and inclusive environment and many aspects of a feeling safe are well reflected. The childminder knows the children well, as a result they are happy, secure and settled. She develops positive relationships with parents, which contribute well to children's welfare and learning needs being met. The childminder has effective systems of self-evaluation and is able to ensure her provision develops continuously.

What steps need to be taken to improve provision further?

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

- establish an ongoing observation, assessment and planning cycle to ensure all resources are accessible so children can initiate their own play
- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded as the childminder implements procedures consistently and knowledgeably. She has an up-to-date first aid certificate. This ensures, if the children have any accidents or any concerns arise about the well-

being of children, that correct procedures are followed. Children's safety is promoted well as the childminder uses robust risk assessments regularly to ensure that potential hazards are minimized. The childminder obtains parental consent for outings and emergency medical advice and treatment for all children in her care. This ensures all children are cared for in an emergency without delay. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed. Although, the childminder has designed an overall effective layout of good quality toys and resources in the home, a few resources remain in cupboards; this does not ensure children can access all resources easily to initiate their own play. The childminder also makes good use of the recreational services within the community, for example, the local toddler groups and playgroups. This ensures children's learning and development is enhanced and feeds into the continuous improvement of her provision.

The childminder demonstrates that she has valuable knowledge about children's welfare and family background. For example, she is fully aware of children's health, dietary and care requirements, such as their allergies. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. The childminder's systems of self-evaluation are effective and she has identified areas for development. These include developing an effective complaints procedure and enhancing her professional development through a wide range of training courses. In addition, the recommendations raised at the previous inspection have been met.

The childminder has established strong relationships with the parents. They are informed about their children's learning and development through daily discussions, samples of their children's work. However, the childminder has not yet fully established systems to involve parents' in contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. The childminder is fully aware of the support parents require with the continuum of care in the community and provides advice of nursery placements and she is prepared to ensure an effective two-way flow of information is established when children attend.

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

The childminder is proactive and she has made caring relationships with the children in her care, this ensures the outcomes of children's learning are to a high standard. The childminder has created a calm, welcoming environment and children are content and settled. During activities, the childminder stimulates the children's thinking effectively by asking a good range of open questions to support their learning. For example, as children climb stairs. The childminder encourages the children to count in sequence to various quantities. This helps to support children's concept of number and numeric skills. The childminder has effective procedures for the use of starting points, based on all the children's needs which are collated from parents and used to plan whilst they settle. However, the use of further assessments is less well organized and this impacts on the children's choice

of resources to initiate their own play. Thus, it is evident during the inspection that children progress well.

The childminder applies clear and consistent boundaries, so that all children develop knowledge of what is expected and display good behaviour. Children enjoy their time with the childminder and they take pleasure in playing at the many recreational areas within the community, for example, they enjoy playing with water and sand, calculating measures with different sized containers. The childminder supports children to use a wide range of equipment and tools safely, for example, when using cutlery and during malleable play.

Children's speaking and listening skills are progressing and they are building a wide range of vocabulary. Children develop their emergent writing through a variety of resources, and they are beginning to understand that their symbols carry meaning. Children develop their understanding of the world as they play with a variety of small world toys, learning about buying foods at the shops and cooking. In addition, they learn about insects and their habitats during hunts and regularly water plants. Children understand how to keep themselves safe from harm by participating in a regular fire evacuation practises and learning about road safety when out in the community. Children are learning to adapt to a healthy lifestyle well. For example, they enjoy healthy snacks and meals according to their individual needs.

Children participate in a wide range of physical activities, for example, playing with balls and hoops, challenging their skills on large activity frames. This is further extended when children play on the recreational and soft play equipment at the local playgroup. Children are developing effective self-care skills as they fasten shoes and wash their hands before a snack. Children are developing independence and contribute effectively towards the welfare of others, for example, when tidying toys away and respecting the needs of each other as they play along side each other.

Children's understanding of diversity and difference is enhanced as they play with children from diverse backgrounds and take part in the celebrations of festivals and special events throughout the year. All children are encouraged to access all toys and resources regardless of their gender. This ensures that children learn to value aspects of their own lives and the diverse society in which they live. Children are developing skills that will positively contribute to their future economic well-being as they use information and communication technology, and are inquisitive learners able to solve problems. This ensures they are equipped with skills for their future learning.

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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