

Inspection report for early years provision

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| Unique reference number | EY282262 |
| Inspection date | 15/03/2011 |
| Inspector | Caroline Preston |

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| 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2004. She lives with her husband and two children aged nine and eleven years in the London Borough of Havering, close to shops and schools. The whole of the property is used for childminding. Children have access to an enclosed outdoor play area. She has a pet rabbit and dog. The childminder is registered to care for a maximum of six children under eight at any one time, no more than three of which may be the early years age range. She has also been given new conditions to care for four children in the early years age group on certain days until July 2011. She is currently minding five children in the early years age range. She also offers care to children aged over five to 11 years. The childminder is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall children's needs are met, they enjoy visits to the local park and enjoy taking part in a range of activities. Children are kept safe and secure, as sound knowledge of safeguarding procedures supports children's well-being. Effective partnerships with parents and other's such as the local pre-school staff, support meeting children's needs. Sound self-evaluation is beginning to support better practice, therefore helping children learn and develop

What steps need to be taken to improve provision further?

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

- enable parents to be involved with their child's learning across all six areas of learning through offering more information about the curriculum
- enhance observations and assessments to reflect children's progress and next steps in learning.

The effectiveness of leadership and management of the early years provision

Children are safeguarded sufficiently because risk assessments are in place both inside and outside such as visits to the park. All required documentation is in place, including attendance register, permission for emergency medical treatment and parent's details. All household members have undergone suitability checks which safeguards children. Good knowledge and understanding of safeguarding procedures support children's well-being, and child protection training was completed three years ago. The childminder holds a current first aid certificate and current public liability insurance, she also records any accidents, injuries or

sickness. Policies and procedures support the smooth running of the childminding practice.

The childminder promotes diversity by making sure that the children know that everyone is different with different views and that all people should be treated fairly. Celebrations of festivals include Chinese New Year, Diwali, Christmas, and Easter, all of which supports children's sound understanding of diversity.

Resources support children's learning as they are offered a sound range of play equipment. These include musical toys, posting boxes, books, puzzles, dolls, dressing up clothes, shops, till, play food and baskets. Other resources include instruments, dog and cat hotel, train sets, farm sets, cars, paints, playdough, stencils, paper and colouring books. Other resources include large outdoor play resources, number board, Hoovers, sewing cards and toy computer laptops. Other resources include learning frog programmable books.

Partnership with parents is developed through making them feel welcome and being available at all times. The childminder relays relevant information for the parents to teachers at school. They are offered booklets containing details of the childminding practice and permission forms. Also included are the child protection policy, special needs, unwell policy, complaints and meals and nutrition. Parents are shown their child's records and observations, which include purpose of observation, notes and recommendations/follow up. However they are not encouraged to support their child's learning across the six areas of learning. Partnerships with others include links with the pre-school and local schools that children attend. This includes discussing the topics covered so this can be incorporated at home

Self-evaluation improves practice, because the childminder has begun to develop her self-evaluation assessment. For example she learns from the pre-school the children attend. By following the different topics the playgroup implements, she also has begun to visit more interesting places and provide a better service. The childminder also makes sure that the older children are cared for well, for example by offering board games, beading games, karaoke, wii game and computer. The childminder has undertaken a Learning Support course to support older children, who have started school.. Other training includes NVQ3 in Childcare Learning and Development, child protection, food and hygiene and every child matters course, all of which completed within the last three years. This supports continuous improvement.

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

Children enjoy activities such as finger games, visits to the library, throwing and catching soft balls. They take part in activities such as musical instruments, making paper aeroplanes, listening to stories, and drawing, building bricks, farm set and tunnels.

Children have sound opportunities to develop physical skills such as, playing in the garden and playing with small cars and they enjoy putting together puzzles. They develop creative skills by painting and drawing pictures, learning about colour and being creative with imagination during role play. Children develop emotional and social development by learning behavior rules. Children are happy and settled and have developed strong relationships with each other and the childminder. They are offered a sound range of activities which support communication skills. Such as, singing, learning rhymes, they play games in the garden, take part in counting games and reading books. Sufficient observations are carried out to support each child's learning, however observations are not carried out often and in detail to support each child's next steps.

Children are offered a sound range of opportunities to learn about safety, for example through discussions with the childminder. They learn by being given gentle warnings of the dangers of climbing onto tables. Children are encouraged to take small risks for example, encouraging children to climb the large apparatus at the park. Children learn at an early age about road safety as this is discussed with them as they cross the road. Children learn the written house rules, which are displayed, such as listening to each other, are kind to each other, respect each other and listen to each other and to take turns and share toys.

Children are offered a satisfactory range of learning opportunities which support their understanding of healthy lifestyles. They learn through the food that is provided such as fruits, yogurts, pasta and a healthy range of drinks. Packed lunches are stored at the correct temperature in the fridge. They learn that exercise is important, they walk to the library, school, park, and playgroup and play in the garden. Children use the trampoline, netball posts, slides, rocking horses, large dolls house, dolls prams, scooters, bikes, bats and balls, footballs, cricket set and sand. Children are taught to wash their hands after sneezing, playing in the garden using the toilet and before meals. Changing mats are cleaned after each use, nappies are disposed of appropriately and the childminder wears gloves. The pet rabbit and dog are cared for appropriately, to ensure good hygiene. Visual posters are displayed in the bathroom that encourages children to wash and dry hands

Children learn about diversity, as they explore various parks and stop to speak to police persons when out and about in the local area. Children learn about people with disabilities by accessing toys with people in wheelchairs, with walking sticks and who wear a hearing aid. The childminder discusses with the children about her disability and why she wears a hearing aid. Other play resources include puzzles, persona dolls and world cards. This supports children's understanding of the wider world.

Children learn skills for the future through all the satisfactory activities they take part in, such as counting, learning different colours and reading. Also children learn to name the different vehicles on the puzzle and count using the clock. They handle programmable toys such as tills, and laptops as well as dress up in various costumes.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met