

Inspection report for early years provision

| | |
|--------------------------------|------------------|
| Unique reference number | 504328 |
| Inspection date | 13/09/2011 |
| Inspector | Caroline Preston |
| 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 registered in 2001. She lives with her husband and three children aged 21, 17 and 15 in Dagenham East in the London borough of Barking and Dagenham, close to shops, parks, schools and public transport links. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder is registered to care for a maximum of five children under eight years at any one time, no more than three of these may be in the early years age range. She currently minds one child in the early years age group. She also offers care to older children up to the age of 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met, overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. They enjoy and take part in an exciting range of play experiences, however resources are not always unusual and inspiring. Children are safeguarded because of a strong knowledge of safeguarding procedures. Partnerships with others and parents are robust. Self-evaluation helps develop better practice, so that children benefit.

What steps need to be taken to improve provision further?

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

- provide unusual or interesting materials and resources that inspire exploration.

The effectiveness of leadership and management of the early years provision

Children are safeguarded, as robust procedures are in place to protect children's welfare. Risk assessments are well developed and help to identify any possible risks in the environment that may harm children. Up-to-date training, benefits children as childcare practice has improved because of it. This also helps to embed ambition and drive improvement. Resources are effective and help children to learn and develop across all areas. They are safe and fit for purpose and easily accessible in the playroom.

Equality and diversity is promoted well and children learn through using and playing with a wide range of toys that are reflective of the wider community. The childminder works closely with parents and knows about each child's background, which helps her to support individual children effectively. Partnership with others makes a strong contribution to children's well-being and achievements. Highly positive relationships with parents build on supporting children's well-being and development. Daily communication and exchange of relevant information builds professional and trusting relationships. Self-evaluation helps to develop childcare practice and improve any weaknesses, all of which benefits children.

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

Children learn how to keep themselves safe through adult prompts. They talk about and discuss road safety and have developed a sense of belonging. They know how to behave and have supportive and caring relationships with the childminder. Young children adopt healthy lifestyles and understand good hygiene routines. They enjoy physical activities in the garden and enjoy climbing in safety. They are offered healthy foods and drinks, all of which support their understanding of the importance of healthy eating.

Children are happy and settled and enjoy play with a wide and interesting range of toys promoting diversity. This means that they learn about the wider world and rules of behaviour. Children engage in role play and enjoy pretend shopping trips and play with programmable toys. This helps them to develop skills for the future.

The childminder has a well developed understanding of the Early Years Foundation stage Curriculum. This means that children are offered a wide and exciting range of play experiences. Planning covers all areas of development and effective observations and assessments are carried out for each child. Therefore children are helped to progress and achieve.

Young children develop social and emotional skills as they take part in role play. They enjoy play with small world figures, promoting different cultures and people with disabilities positively. They are confident and display good self-esteem and can select activities and resources independently. Children enjoy interacting with the childminder as they play. This develops their language skills as they develop new vocabulary.

Young children take part in counting games during play and can count and understand numbers up to ten. Children are able to move with confidence, imagination and in safety. They enjoy play in the garden and visits to the park, all of which supports physical development. Children's creativity is developed as they paint and draw, however unusual and different creative activities are not always available.

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 |
|--|---|

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 |

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 |
|--|-----|