

Inspection report for early years provision

Unique reference number	132632
Inspection date	20/09/2011
Inspector	Caroline Preston

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.

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Description of the childminding

The childminder registered in 1992. She lives with her husband and two adult children in Beckton in the London borough of Newham. The whole 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 six children under eight years at any one time, no more than three of these may be in the early years age range. She is currently minding two children 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 needs are met overall, and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children are offered stimulating play experiences, however, records of progress are not documented to show what they have achieved. Children's welfare is safeguarded and the environment is safe. Partnerships with others and parents are effective to support the needs of children. Self-evaluation shows commitment to improving the care and education, offered to children. This supports children's progress and development.

What steps need to be taken to improve provision further?

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

- extend records of learning and development to show what children have achieved.

The effectiveness of leadership and management of the early years provision

Children are safeguarded due to the childminder's understanding of safeguarding procedures and regular training. Risk assessments are carried out in all areas of the home and carried out before children are taken on trips. Resources are good and there are plenty of them available to children during the day. Children freely access toys from the playroom and the front room. This develops their independence skills and supports their development. Displays of children's work and posters help children to feel comfortable and welcomed. Diversity is fostered

throughout the childminding service. Children's backgrounds are known and each child is supported effectively to feel valued and help children understand the society they live in.

Effective partnerships with others help to meet children's individual needs. Positive interactions with parents help to build strong relationships and relevant information is shared about each child to support their learning and development. Up-to-date training helps to embed ambition and drive improvement, which supports children's day to day care and education experiences. Self-evaluation helps to identify areas for improvement and develop practice further.

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

Children are secure and develop a sense of belonging. Young children are settled and happy and have begun to build good relationships. They learn how to behave so that they do not hurt themselves. They learn about road safety as they visit local playgroups in the community. This supports them in understanding how to keep themselves safe. Young children are beginning to show good understanding of adopting personal hygiene routines. They are able to ask to use the toilet and enjoy eating a range of healthy foods. They engage in challenging physical play as they walk a lot, climb and ride wheeled toys.

Children display a strong sense of belonging and are confident to speak and ask for what they want. They enjoy visiting local groups in the area and meeting new friends. Strong relationships have been built between the childminder and children, which supports their well-being. Children develop skills for the future as they act out adult roles, such as going on shopping trips to buy food. They handle and play with programmable toys such as mobile phones and learn about technology.

Children make good progress towards the early learning goals in most areas of learning. The childminder has a strong understanding of how children learn, and offers them ample play resources. Records of children's development are shown through some photographs, however are not documented to show progress along the early learning goals.

Young children are happy and engaged in play and have lots of stimulating play experiences. This helps to keep them interested, excited and motivated to learn. Therefore children develop strong social and emotional skills. Children are confident in their speaking and listening skills, they enjoy plenty of chats with the childminder during play. Young children are skilful at mark making and take time to use pens to attempt drawing and writing.

Children develop a good understanding of mathematics and problem solving. They count as they cut and make shapes with play dough and during everyday play. Young children are competent in taking part in a wide range of physical activity to help promote their development. They enjoy play in the well resourced garden and learn to run, jump and climb. Children engage in creative play as they make

shapes and pretend cakes during role play. Young children learn about the wider world through a range of effective play resources that reflect the community in which they live.

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

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