

Inspection report for early years provision

Unique reference number	504237
Inspection date	04/10/2011
Inspector	Marilyn Peacock
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 1994. She lives with her husband in a residential area of Barking, Essex. 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 may care for no more than six children under eight years; of these, not more than three may be in the early years age group, and of these, not more than one may be under one year at any one time Early Years Register. The childminder is also registered on the compulsory and voluntary parts of the Childcare Register and is currently minding two children in the early years age group. The childminder walks to local schools to take and collect children. The family have no pets.

The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming and inclusive environment for children. Clear procedures and efficient systems are successful in promoting children's welfare, learning and development. Children delight in a wide variety of play experiences, both indoors and outdoors. The strong partnership with parents contributes to children's individual needs being met at all times. Systems for sharing information on children's learning journey while at home are developing. The childminder is always looking at ways to further improve the outcomes for all children by reflecting on her practice to promote continuous improvement.

What steps need to be taken to improve provision further?

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

- further develop systems for parents to share their observations of children's learning, when away from the childminding setting.

The effectiveness of leadership and management of the early years provision

The childminders documentation is very well organized and maintained. There are secure procedures in place to ensure that children are safeguarded while in the setting. The childminder has a good understanding of child protection procedures and know exactly what to do if she has any concerns relating to child protection. Detailed and thorough risk assessments are carried out in order to minimise any

potential hazards to children whilst in the childminder's care.

The childminder demonstrates a high level of commitment to providing a professional homely service for children and their families. She accurately identifies her key strengths and areas for improvement and which will have the strongest impact on the outcomes for children. The childminder has a vast quantity of good quality resources which she uses effectively to create an exciting and stimulating play environment for children indoors and outside. Most resources are stored at children's level on open shelves or in transparent boxes with pictorial representation of the contents displayed, helping even the youngest children to select easily.

Good quality written information about their children's care in the form of policies and procedures is given to parents. The childminder builds extremely positive relationships with parents. This is achieved through daily verbal discussions, regular telephone calls and chats over coffee. This open door policy means that the childminder is always aware of children's individual care and learning needs and promotes children's welfare needs successfully. Useful questionnaires provide parents with information and provide feedback about how the service could be improved if required. Systems to help the childminder provide a fuller picture of children's individual learning journeys by encouraging parents to contribute their observations of achievements at home, are still being established. Letters from parents show that they are confident and reassured by the high quality of care and activities offered. They state that they feel they are listened to, that their children's individual needs are very well met and that the childminder provides an extremely happy inclusive environment for all children. Close links with local schools and nurseries contribute to continuity of the Early Years Foundation Stage by helping ensure relevant information is shared.

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

Children are happy and very secure in the childminder's care, as they quickly develop a strong sense of belonging in the homely environment. Children feel very safe in the childminder's care and show an excellent understanding of how to behave to stay safe and consider the safety of others. They are confident to explore the childminder's home but always tell the childminder when they are going into the garden or going to use the toilet so she is aware of where they are. Children's behaviour is very good and they are developing close caring relationships with each other. Children's confidence and self esteem is also developing well. The childminder is always on hand to offer encouragement for children to try new experiences. She adapts activities and changes resources so that children at different stages in their development can play an equal part in activities. She uses her good understanding of the Early Years Framework to support children's learning effectively. She is skilled at asking questions which encourage children to think critically and build on previous learning to help ensure their progress towards their goals. A strong emphasis is placed upon supporting

children's language and early communication skills, the childminder spends lots of time talking and listening to what children say. She talks to children about shape and numbers as they play in the sand. Role play situations are used extremely well to help children understand the dangers within the home.

The childminder undertakes regular observations of children's learning and uses these records to plan for each child's next steps. Photographs show children enjoy a broad range of exciting activities. These photographs clearly show children's enjoyment and the strong relationships in place with the childminder and other children that attend. The childminder takes into account the children's stages of development, individual learning styles and areas of interest, when planning activities, to help ensure children all make good progress. Activities are often planned around a theme or favourite book and provide exciting opportunities for the children to try new things, prepare their own snacks and explore how things work and discover elements in the local community. Good relationships are evident. The older child helps the younger one, new to the setting, to find his apron from his peg and helps him place it over his head before asking the childminder for assistance. Children are well informed about healthy living as they describe how certain foods provide them with energy and how germs can make you ill. There are good opportunities for children to adopt healthy lifestyles. Children have access to the outdoor play area throughout the day and are able to acquire and develop skills as they take part in physical activities.

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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