

Inspection report for early years provision

Unique reference number	EY274468
Inspection date	16/11/2011
Inspector	Shaheen Belai

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 registered in 2003. She lives with her husband and their two school age children in Goodmayes, within the London Borough of Redbridge. Children have access to the whole of the childminder's home. There is an enclosed outdoor play area for children's use.

The childminder is registered to care for a maximum of four children under eight years of age at any one time; of these, three may be in the early years age range. The childminder currently has two children in the early years age range on roll, attending on a part-time basis. The child minder also provides care for children over eight years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder has a National Vocational Qualification at level 3 in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children are settled and happy in the childminder's care as she develops effective relationships with them and their parents. Children access an adequate range of resources to contribute to some areas of learning and to begin supporting their understanding of diversity. The childminder has an adequate knowledge of the Early Years Foundation Stage framework though systems to assess children's progress in learning are not fully effective. The childminder is keen to develop her knowledge and service further; she has attended some training courses since her last inspection. She self-evaluates her provision adequately to maintain steady continuous improvement. She has yet to establish effective partnerships with other settings the children attend.

What steps need to be taken to improve provision further?

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

- review the current range of resources and equipment to ensure children are offered purposeful play to reflect the six areas of learning and effectively support outcomes for all children
- improve knowledge of the Early Years Foundation Stage practice guidance to record children's starting points, plan, monitor and assess their progress
- increase the range of images and resources that reflect positive images of diversity and equality
- develop links with staff in other settings that deliver the Early Years Foundation Stage that children attend, to promote continuity in their learning

and development.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the childminder has detailed child protection procedures and is aware of reporting concerns to the appropriate agencies. Children are able to explore and play in an environment that is safe. The childminder is trained in current first aid and she obtains a range of written parental consents; this supports children's health and safety appropriately. All required documentation is in place and well maintained. The childminder is aware of each child's individual needs and backgrounds; this is because she gathers relevant information from their parents.

The childminder develops positive relationships with parents and provides them with access to her policies and procedures. She settles children in gradually, with the help of the parents and shares information on a daily basis about how children spend their day. She is beginning to share children's progress profiles with parents. Parental feedback is explored using parental questionnaires and results are positive on the service they receive. Robust systems are not yet in place to share information with other settings the children attend, such as local nurseries. This is to promote continuity of learning and development.

Children access an adequate range of resources, carefully organised to allow them to develop their independence in making choices. The premises are organised well to promote a free-flow feeling from indoors into the garden. This allows children to engage in a variety of play. However, the storage and availability of some resources does not support development across all areas of learning fully. For example, to support learning in the areas of knowledge and understanding of the world or problem solving. Each child is valued for their uniqueness and given equal attention by the childminder. Some books support children's understanding of other cultures, yet they have limited opportunities to explore all areas of diversity to develop a positive identify of themselves and others. The childminder works alongside parents to ensure she follows the care routines of children as individuals and plans a daily routine to reflect this. For example, she serves foods to comply with parents' wishes.

The childminder has a sound capacity to improve her service and has taken positive steps to make improvements since her last inspection. For example, she has gained a recognised childcare qualification and attended some further training. The childminder also addresses self-evaluation appropriately to explore areas to improve on and promote better outcomes for children.

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

Children are very happy and relate positively to the childminder, with whom they develop a close relationship. The childminder is friendly in her approach, encouraging children to participate in activities and providing them with praise when they play well. Children happily explore the range of resources in boxes that they are familiar with, such as operating the microphone set to sing songs into or learn to play the mouth organ. Children are eager to explore the outdoor play equipment and are quick to make selections of their own. They steer scooters with skill and are supported to practise skipping using a rope with the assistance of the childminder. Children are confident to operate toys with lights and sounds, which promote their early skills for future learning appropriately. A variety of books prompts children to share experiences and develop new language. For example, as they discuss different styles of homes with the childminder. Some opportunities encourage children's early mathematical skills, such as learning to recognise shapes and count out spoonfuls of flour when making a cake. Painting activities, free drawing, water play, collage and dough encourage children to explore different textures. They also develop skills in controlling tools as part of the activities.

The childminder has an understanding of the benefits of observational assessment. However, she does not use the systems regularly to support progress of children's learning and development. The childminder discusses with parents about their child's general development at the time of settling-in. However, she does not seek full information on their starting points in relation to the six areas of learning, to help assess progress over time. The childminder has some understanding of the early learning goals and activities that reflect the six areas of learning, though she does not regularly provide for these for all ages. Individual profiles for the children include samples of their work and photographs. The childminder shares them with parents to help inform them of their child's developmental progress.

Children behave well and they receive positive praise when they play sociably. This supports their understanding of right from wrong. The children play in a clean and a child-friendly environment. Children learn about keeping healthy as they follow appropriate hand washing routines and happily wear aprons for cooking activities. The childminder provides children with meals and snacks that reflect a balanced diet; this includes fresh fruit and drinking water offered throughout the day. They assist the childminder in cooking activities, happily decorating and eating the cakes. Children participate in regular emergency evacuation drills to support their understanding of how to keep safe.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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	2

The quality of the provision in the Early Years Foundation Stage

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

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