

Inspection report for early years provision

Unique reference number	118699
Inspection date	18/11/2011
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).

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 was registered in 1990. She lives with her husband and adult son in Romford in the London borough of Havering. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play.

The childminder is registered on the Early Years Register to care for a maximum of six children at any one time only three of which may be under five years of age and is currently minding three children under five. She is also registered on the compulsory and voluntary parts of the Childcare Register. She also cares for children before and after school.

The family has three cats and three chickens as pets.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children become independent and confident as they initiate their own play and self-select resources. Overall, the childminder's documentation, policies and procedures promote children's learning and welfare. Comprehensive risk assessments are in place which cover most of the things children come into contact with within the home and when on outings. The childminder liaises with parents and other settings to ensure consistency of care and to help ensure children reach their full potential. Her self-evaluation is developing well enabling her to identify areas for improvement. Consequently, her capacity to improve is good.

What steps need to be taken to improve provision further?

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

- make sure all aspects of the provision are risk assessed in this case the pet chickens
- improve how observations are matched to the expectations of the early learning goals to help identify and plan for children's learning priorities.

The effectiveness of leadership and management of the early years provision

The childminder provides a safe, secure and welcoming environment for children. Children are well safeguarded because the childminder places good emphasis on children's safety. She has a secure knowledge and understanding of child protection issues and the procedures to follow if she has any concerns about a

child in her care. All legally required records and documents are in place to keep children healthy and safeguard their welfare. Policies and procedures are shared with parents when they enrol their child into the childminder care. They also gave copies to take away with them. Therefore, they are able to refer to them as required. The risk assessment record shows how the childminder is very aware of and minimises risks within the home and when out and about. This is with the exception of the newly acquired chickens which live in the chicken coup at the end of the garden. Although the childminder takes significant steps to ensure children are safe when in the garden or collecting the eggs she has yet to record these. The childminder has made a good start at accurately identifying her key strengths and has been able to successfully identify the areas for improvement which will have the most significant impact on the outcomes for children. The childminder is forming good links with the local pre-school and schools that minded children attend to ensure the children's care and learning needs are supported and consistent.

The childminder has plenty of good quality resources and these help her to create an interesting play environment for children indoors and outside. Most resources are stored at children's level in transparent boxes with pictorial representation of the contents displayed helping children to select easily. The childminder has experience in caring for children and families from different backgrounds. She uses clear strategies to help ensure all children feel welcome and are fully integrated in to the setting. Parents help the childminder to share times of celebrations and traditions by identifying key aspects of their culture and religion which she can incorporate into activities. Information is shared each day when parents drop off and collect their child. Therefore, both parties are aware of the child interests and their health and well being that day and. Steps which help promote continuity of care. Letters from parents show they feel that their children's needs are met and that the childminder provides an inclusive environment for all children.

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

The environment is bright and colourful and plenty of interesting equipment and resources encourage the children to make choices. Their individual interests are known by the childminder, who successfully support children in their play and extend their learning by asking them questions to make them think and help them problem solve. Overall, observation, planning and assessment arrangements are good and they support the childminder in helping children to make progress in their learning. For example, through observing children's play, the childminder is aware of their abilities, which means she provides age appropriate and challenging activities for children. However, the childminder has tried a number of ways to record and monitor children's progress and as a result, her approach to matching her observations to the expectations of the early learning goals is still evolving. Children learn about healthy eating as they are provided with healthy choices and home cooked meals each day. They also enjoy practising their physical skills as they ride bikes and participating in ball games in the garden. Children learn to keep themselves safe as they are taught about road safety when on outings, and

gentle reminders to tidy up so that they do not trip over. Emergency evacuation is practised regularly and fully working smoke alarms help to keep children safe. Children behave well, and have close relationships with the childminder. Children feel safe, as they learn in a caring, environment that meets their individual needs successfully.

Children enjoy lots of creative activities, painting and sticking. On trips to the local park they complete bark rubbings comparing the different marks left on the paper. They help the childminder to prepare snacks and talk about foods which help them to grow big and strong. Even the youngest children that attend help to make cakes sitting in their high chairs mixing the cake mix. They also plant seeds with the other children enjoying the texture of the soil in their hands. The children really enjoy the freedom of accessing the outdoor play area. The pet chickens are an excellent tool to encourage children's interest in nature and the natural world. Children help with the feeding. They tell visitors the chickens wear their coats at night to keep them warm. Children handle the eggs with care, placing them carefully in the special basket to keep them safe. They know that the eggs are oval in shape and later in the day they make oval shapes using different coloured play dough. Children's understanding of numbers is developing well, they count as they play, counting the pieces of the puzzle and the number of cars on the play mat.

Children learn about different cultures as they take part in activities such as cooking, dressing up and reading a variety of books from around the world. Children are starting to share and take turns. Although some of the younger ones are finding this a bit difficult at the moment. The older children help them by telling them 'you must share it's my turn'. The childminder is on hand to help them to understand that resources are there for all children. She distracts younger children's attention with different equipment and gives them lots of praise when they offer to give it to the other children. Visits to toddler groups and childminder drop-ins gives the children lots of good opportunities to make friends, meet people and participate in different 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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