

## Inspection report for early years provision

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<b>Unique reference number</b>	132673
<b>Inspection date</b>	01/12/2011
<b>Inspector</b>	Jill Nugent
<b>Type of setting</b>	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.

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 four children, two are adults and two are aged 11 years. The family live in a house in Manor Park, in the London Borough of Newham, all of the property is used for childminding. A secure garden is available for outdoor play. The family has a pet cat.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of four children under eight years at any one time, of these, three may be in the early years age group. There are seven children on roll, and of these, three are in the early years age group.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The childminder offers a welcoming and inclusive provision. Children enjoy a variety of interesting activities and are well supported as they learn through play. The childminder promotes children's welfare effectively through the implementation of appropriate policies and procedures. The good working partnership with parents contributes to children's individual needs being met effectively. The childminder is beginning to evaluate different aspects of her practice and reflect on possible areas for further improvement.

## **What steps need to be taken to improve provision further?**

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

- develop the system of self-evaluation to enable reflection on all aspects of the practice and to prioritise areas for further improvement.

## **The effectiveness of leadership and management of the early years provision**

Documentation is well organised and written information about individual children stored neatly in separate files. The childminder has effective procedures in place to promote the safeguarding of children in her care. Her knowledge and understanding of safeguarding issues is up to date and she knows what to do if she has a child protection concern. She carries out regular risk assessments and safety checks on the premises to minimise potential risks. The childminder regularly practises evacuation procedures with the children so they know what to do in the event of an emergency. All essential records relating to children's health

and safety are well maintained.

The childminder has organised her resources in labelled containers so they are easily accessible to the children. The childminder has recently started to care for very young children and acquired a variety of toys suitable for this age group; for example, colourful musical makers and books. She makes good use of these to interact with children while they explore. Children benefit from individual attention, which helps them feel valued. The childminder supports children with special educational needs, building a close relationship with their families to help them feel included. The childminder promotes awareness of diversity through organised activities based on special celebrations.

The childminder provides parents with useful information about her service, in the form of written policies and extra notices displayed in her home. She uses a written diary to exchange information daily with parents of very young children. This enables her to maintain a close liaison with parents and update them regularly on their children's progress. The childminder seeks the views of parents and children on her provision. She responds to any comments, for example, explaining how children benefit from a particular learning experience. Parents express their satisfaction with the care and learning their children receive. The childminder has established links with local schools. She works in partnership with other professionals to provide continuity of care and learning.

The childminder has a good capacity for continuous improvement. She is particularly keen to develop her knowledge and understanding of childcare practice. She has recently enrolled on a level 3 National Vocational Qualification training course, to support her development. She meets regularly with other childminders and actively seeks advice from early years professionals, in order to keep up to date with requirements and explore new ideas. Since her previous inspection she has updated her training in various areas, including observational assessment and health and safety. She has introduced a system of self-evaluation to encourage reflection on the different aspects of her provision. However, this is not yet fully developed in enabling her to prioritise aspects for further improvement.

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

Children enjoy freedom to explore. They develop self-confidence while the childminder helps them to discover new things, for example, how to make musical sounds or use a toy hammer. Children feel secure in the setting. The childminder joins children in their play, talking with them and responding to requests for help. The childminder prioritises children's well-being and they feel safe and content in her care. Children enjoy a reassuring cuddle and benefit from the opportunity to rest when tired. Children are offered a varied menu that includes healthy options and takes account of individual requests. Discussion about different foods helps increase children's awareness of healthy eating.

Children have fun and play independently. They are well supported by the childminder who enhances their exploration with sensitive interaction. For example, children are encouraged to improve their manipulative skills while investigating different toys and tools. Children develop their spoken language by attempting to communicate with the childminder. They benefit from the childminder's calm approach, gaining confidence in their body language and copying words to help them communicate. The childminder has set up a learning journey file for each child, which contain photographs and observations of their learning. The childminder uses these to plan relevant activities to help children move on in their learning.

The childminder is very aware of children's individual developmental needs. She focuses on these in her future planning, for example, extending a child's awareness of letters in the alphabet. She offers older children a wide choice of learning experiences that maintain their interest, for example, outdoor play, music sessions and creative activities. Children are encouraged to be aware of the boundaries and learn to behave responsibly. They respond positively to the childminder. They develop good relationships and enjoy close friendships within the group. The childminder supports children well in the development of early literacy and numeracy skills. The children develop a range of useful skills for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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