

## Inspection report for early years provision

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<b>Unique reference number</b>	EY282279
<b>Inspection date</b>	05/12/2011
<b>Inspector</b>	S Campbell

<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 2004. She lives with her teenage daughter in a residential area of Dagenham, Essex. The whole of the childminder's home, except the main bedroom, is used for childminding. An enclosed garden is available for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time; of these, no more than three may be in the early year age range. She is currently minding four children, one of whom is in the early years age group. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She attends the local community groups and walks to local schools to take and collect children.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children develop healthy, emotional attachments through familiar, trusting, safe and secure relationships. These effectively promote their welfare and learning so that children's needs are well met. Through the regular sharing of information, parents are kept well informed of children's care, learning and development. From the outset, the childminder develops good links with children's schools to ensure their learning is supported by her. Through effective use of self-evaluation and addressing the recommendation made at the last inspection, she demonstrates good capacity and commitment to continuous improvement. Most documentation is well maintained, with the exception of written consent for emergency treatment and risk assessments.

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

To meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment. 12/12/2011  
(Safeguarding and promoting children's welfare)

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

- further develop procedures to evaluate observations based on what children are doing in their day-to-day activities to track their achievements or their need for further support
- amend the risk assessment to so that it covers anything with which a child may come into contact.

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

The childminder has a good understanding of child protection issues, which promotes children's welfare. Her knowledge is further underpinned by attending a refresher, safeguarding course. The childminder carries out detailed risk assessments to identify risks to children in the home and when on outings. However, the risk assessment has not been amended to cover entry to the home of people involved in building and cleaning work. Children receive good levels of supervision from the childminder and this does not have a significant impact on their safety. The childminder has implemented a range of policies and these are well shared with parents, which further promote children's welfare. The childminder is well aware of the procedures to be followed should children sustain an injury. This means she is able to act in children's best interest. However, written parental consent has not been requested for the seeking of emergency medical advice or treatment.

The childminder has established a good flow of three-way communication with parents and schools to effectively support children's learning and development. Subsequently, she uses well the programmes of work obtained from children's schools to plan their next steps, for example, in turn taking, sharing and mark making. The childminder has developed good relationships with parents and she values their views, which are obtained through discussions and questionnaires. The childminder effectively shares children's progress records with parents, enabling them to contribute to children's learning and development.

Since the last inspection, the childminder has attended a number of courses to promote good outcomes for children. These include training on food safety, hygiene, safeguarding and fire safety. The childminder uses processes for self-evaluation well to identify her strengths and areas for further improvement. Subsequently, she wishes to attend further relevant childcare courses, which demonstrates commitment to continuous improvement in the care and service provided.

Children have access to a good range of resources to effectively support their learning and development. Resources are readily accessible, enabling children to make decisions about what they would like to play with. The childminder is knowledgeable about children's abilities and, because of this, she obtains developmentally appropriate resources and activities, for example, puzzles. Children have access to a varied range of resources that promotes their awareness of the wider world and reflects positive images. These resources include books, musical instruments, dolls, dressing-up clothes and information cards.

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

The childminder has a good understanding of the Early Years Foundation Stage framework. As a result, children make effective progress in all areas of their learning and development. Through good practical routines, children's independence skills are well promoted. They have access to suitable equipment to enable them to use the bathroom with minimal assistance and they demonstrate increasing independence at mealtimes. Children are also encouraged to dress and undress themselves, for example, putting on their shoes. The childminder uses mealtimes as social occasions to aid children's social skills. Children enjoy going out on regular, shopping trips within the local community. On outings to the park, they begin to explore living things and feed the ducks. They play on large equipment to effectively develop their physical skills, for example, on the swings, slide, rocker and roundabout.

Children's creative skills are developing well because they explore various sounds when using musical instruments. They enjoy music and dance sessions with the childminder, enabling them to move in a variety of ways. They are beginning to recall songs from memory and during the day they happily sing nursery rhymes, for example, 'Humpty Dumpty', 'The alphabet song' and 'Incy Wincy Spider'. Children's language is developing well because the childminder consistently talks to them, skilfully repeating words to enable them to make connections. The childminder also spends time reading simple books to children to further promote their language development and enjoyment of stories. Children show a keen interest in the letters of the alphabet. Subsequently, they have access to a good range of resources that illustrate letters, for example, puzzles and books. Children can count up to ten unaided and, through everyday routines, they are encouraged to count objects in their environment, such as cars. This helps children to develop simple numeracy skills.

The childminder is well aware of each children's uniqueness. She effectively supports children's learning and development through repetition. She gathers detailed information about what children can do, for example, from parents on 'all about me' sheets. These enable her to effectively build on what children already know and can do. The childminder plans daily activities to enable her to effectively meet children's individual needs, abilities and interests. She works closely with all involved in children's care to support their next steps, for example, in toilet training. The childminder is able to talk about children's abilities, likes, dislikes and stage of development in great detail. She carries out regular observations and these are clearly linked to specific areas of learning. However, she does not always document her own observations of what children can do to track their achievements and their need for further support.

The children gain a good understanding of how to keep themselves safe. They become familiar with the procedures for regular fire drills so they learn how to leave the premises quickly and safely. Children are supervised well throughout the day, which further supports their well-being. They are well behaved and benefit from consistent praise and encouragement. This effectively promotes their self-

esteem. Children develop a good understanding about healthy lifestyles. They are cared for in a clean and well maintained environment. They receive good support to develop good personal hygiene practices to minimise the spread of cross infection. For example, they wash their hands at appropriate time and they have separate towels. Children enjoy freshly prepared meals, which contribute to a healthy lifestyle, for example, plantain, jollof rice, pasta and vegetables.

## 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

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