

Inspection report for early years provision

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Inspection date	06/01/2012
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 has been registered since 2002. She lives with her husband and daughter in a house in Dagenham, Essex within walking distance to the local shops, park and schools. All areas of the property are suitable to be used for childminding and there is a fully enclosed garden available for outside play.

The childminder offers full and part-time places and is registered on the Early Years Register. She is registered to care for six children under eight years; of these, three may be in the early years age group, and of these, one may be under one year. She is also registered on the compulsory and voluntary parts of the Childcare Register. She currently has three children in the early years age group on roll. The childminder is registered to work with an assistant, her daughter, who may at times be left in sole charge of the children, if agreed and confirmed in writing by parents.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes all aspects of the children's welfare and learning. Children are extremely happy and settled. They thoroughly enjoy their time with the childminder and are making significant achievements in their learning. The environment provides a welcoming, stimulating place where children develop independence, self-esteem and learn through play. Partnerships with parents are continually developing to provide children and families with the best outcomes possible. Children are generally safe and secure and are well protected. The childminder has begun to self-evaluate, identifying her strengths and areas for development to help ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- strengthen the assessment process by encouraging parents' involvement in identifying and supporting their child's next steps on their individual learning journey
- include all outings and trips made with children in risk assessments
- continue to develop a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge of how to safeguard children. She is confident in knowing what action she needs to take in the event of a child protection issue. All legally required records and documents are in place. The risk assessment record shows how she is aware of and minimises risks within the home and when out and about. However, although the risk assessment records are very detailed and children are kept safe, not all outings have been risk assessed. Consent to seek emergency medical advice is also in place should it ever be needed. All documentation is very well organised and kept up-to-date. It is stored with confidentiality in mind. The daily attendance register is well maintained with accurate arrival and departure times, meaning that children's welfare is maintained at all times. Visitors to the setting are asked for identification and are not left alone with minded children at any time.

The childminder provides a safe, secure stimulating place for children to play. Space, routines and resources are organised effectively to ensure that children are comfortable and content in the childminder's care. Children have access to an excellent range of equipment, toys and resources. Resources are well maintained and the childminder regularly cleans them to ensure they are hygienic. The toys are highly stimulating, fun and provide sufficient challenge. Children feel greatly valued because they are treated with lots of respect. They have access to a selection of resources to help them learn about others in the community. These include books, dolls, puppets and puzzles to reflect cultures and needs, and dressing up clothes that depict different roles. The childminder provides a meaningful range of activities and resources to promote a positive view of the wider world and increase children's awareness of diversity and their understanding of others. For example, photos show the children thoroughly enjoying playing with and eating noodles to celebrate Chinese New Year. Children paint poppies for Remembrance Day; the childminder talks to them about some children's daddys and mummys going away for a time and poppies are there to remind people. Children learn about their local community as they visit places of interest as well as routine outings to the local toddler groups and local parks.

A highly positive relationship exists with parents and these are well established, enabling each child's care needs to be met. The childminder knows the children well and makes good provision for their learning. Observations and assessments of children's progress give a clear picture of children's learning so far. Their next steps on their learning journey are identified and planned for. The attractive summary reports, daily contact books and regular discussions keep parents well informed about their children's achievements and well-being. However, less is shared about a child's learning and experiences at home and how parents can be involved in their child's learning and assessment. The childminder is fully aware of the need to liaise with other providers of the Early Years Foundation Stage when this is required. This is to help ensure children's progression and continuity of learning and care. The childminder strives to provide the best service she can by identifying her strengths with the support of parental questionnaires and visits from the local authority workers. She also recognises areas which could be

improved to benefit all users.

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

Children feel safe in the setting because the childminder offers warmth and security with consistent and familiar routines. Children are confident and relaxed in the childminder's home. They enjoy their time with the childminder who is attentive and aware of children's individual needs. Children enjoy a mixture of free play with some adult-led activities each day. The childminder supports children's learning well; she asks lots of open-ended questions which encourage children to think and recall past events. She recognises that children learn through play and encourages them to make choices and develop their self-help skills.

Children enjoy an excellent balance of indoor and outdoor activities. They have many good opportunities for socialising with other children on regular visits to the pre-school and drop-in sessions at the Children's Centre. Their knowledge and understanding of the world is developing well as they enjoy trips to the local park to observe the animals and changing environment. The safe, secure outside play area is used most days giving children excellent opportunities to learn to balance on scooters, ride bicycles and paint and draw on a large scale. They enjoy feeding the birds with the childminder's husband when he gets in after work. Following a recent trip away, the children are interested in planes. They spend time in the garden looking for planes and counting how many they see with the help of the childminder. Children love dressing up. They wear saris, flamenco dresses and fire fighters' outfits as part of their role play. They dress as chefs and prepare meals at the children's cooker chatting about foods they like. The childminder reminds them to wear the play oven glove as ovens get hot. They stack wooden bricks together counting them as they build anticipating if they can stack any more before the stack falls. When it is time to clear away, they place all the green bricks in the box first, followed by the red until the children get bored and start another game. They sit with the childminder and talk about people's roles in the community. For example, police officers, road crossing patrol and fire fighters using posters and photographs. Children use the toy telephone to 'call mum' to say they are having fun.

Behaviour is excellent. Children are occupied and engaged, so are keen to please. Praise and encouragement promotes self-esteem and confidence to try new things. The childminder provides healthy meals and snacks which include cereals, fresh fruit, vegetables and regular drinks. Children's understanding of staying safe is promoted through clear explanations on safety. They understand the rules when out and about. They practise emergency evacuation and therefore, should not become anxious should they need to leave the house quickly in an emergency.

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	1
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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