

Inspection report for early years provision

Unique reference number	EY265655
Inspection date	11/01/2012
Inspector	S Campbell
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.

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 husband and two older children in Hornchurch, Essex. The home is within walking distance of local schools, shops, parks, bus routes and a main line train station. All areas of the property are used for childminding. An enclosed garden is available for outside play.

The childminder is registered to care for a maximum of five children under eight years at any one time; of these no more than three may be in the early years age group. She is currently minding eight children in this age range on a part-time basis. The childminder also cares for children up to ten years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder attends local community groups. She walks and drives to local schools to take and collect children. The childminder holds a childcare qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are steadily making progress in their learning because the childminder demonstrates a sound understanding of the Early Years Foundation Stage. She meets children's needs appropriately overall, though she does not always use assessments of their development very effectively. Although the childminder has established positive relationships with parents links with other providers have yet to be developed fully. The childminder maintains most documentation reasonably well, though does not record children's attendance or all risk assessments. Although robust systems for self-evaluation are not in place, recommendations made at the last inspection have been addressed. This demonstrates a commitment to making steady continuous improvement.

What steps need to be taken to improve provision further?

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

- maintain an accurate record of children's hours of attendance (Documentation)(also applies to both parts of the Childcare Register).
- 18/01/2012

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

- update the record of risk assessment to include any assessment of

- outings or trips
- 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
- develop a culture of self-evaluation to effectively identify strengths and priorities for development that will improve the quality of the provision for all children
- extend the sharing of relevant information with other settings children attend to effectively support children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted well because the childminder has a strong understanding of child protection issues and her role in safeguarding. The childminder has implemented a number of policies and procedures and they are fully shared with parents, which further promotes children's welfare. Most required documentation is in place and well maintained apart from not recording children's actual hours of attendance. This is a breach of a welfare requirement.

The childminder is knowledgeable about children's individual needs and she has gathered appropriate written information about their backgrounds. This promotes inclusion adequately. Since the last inspection, the childminder has attended a first aid fresher course, which means she is able to provide appropriate care should children sustain a minor injury. The childminder maintains a clean home and periodically steam cleans floors. This effectively minimises the spread of infection and ensures children are cared for in a hygienic environment. The childminder carries out regular risk assessments of the home enabling children to explore and play safely. She keeps children safe on trips outside the home but has yet to make a record of her risk assessments for all the types of outings.

The childminder is able to talk about her strengths and some areas for improvement. She addresses issues raised at the last inspection in order to maintain adequate standards. However, there are no effective processes in place to build a culture of reflective practice. The childminder has developed positive relationships with parents. She maintains an appropriate flow of two-way communication through ongoing discussions, which promotes continuity of care. She holds regular informal meetings with parents to talk to them about children's development. However, links with children's schools have yet to be established to extend children's learning and development in the home effectively.

Children have access to a suitable range of resources to support their learning and development. Toys and equipment are in good repair and children are able to make choices about their play because resources are easily accessible. Through books, toys and the celebration of festivals children are developing an understanding of similarities, differences and the wider community. Children make candles for Hanukah, clay divas and Rangoli patterns for Diwali.

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

Children are content and enjoy their time spent at the setting. Children are familiar with the routine of the day, which promotes both their independence and sense of belonging. They automatically put their plates away after snack time and throw their tissues in the bin. Toddlers routinely lift the lid of the bin located in the kitchen to help the childminder dispose waste. They display excitement by clapping their hands for their achievements. Children are well behaved and with the aid of the childminder they willingly tidy up. Children are beginning to say please and thank you at appropriate times, which promote good social skills.

Children take part in a range of outdoor experiences to promote their learning, for example visiting local parks, farms and the zoo. These outings in the fresh air also offer good positive messages about enjoying physical activity. While visiting the local library children take part in singing sessions to promote their language development. Children's language development is further promoted because the childminder is interested in what children say and do. She continually talks to children enabling them to extend their vocabulary. Children are beginning to put meaning to marks when taking part in drawing activities. When using the chalk board they inform adults what they are drawing.

The childminder has cared for children from a young age and she obtains written information from parents about their routine. This promotes continuity of care and enables her to build on what children already know. Although the childminder carries out regular observations she does not effectively track children's progress. Children are beginning to use early mathematical language spontaneously as they compare their height with a toy garage, stating 'I'm tallest'. Children have access to a suitable range of resources to develop early problem solving skills, for example train track, interlocking toys and puzzles.

Children are learning effectively about how to adopt healthy lifestyles. They are cared for in a clean and well maintained setting. Older children independently use the bathroom and automatically wash their hands with antibacterial soap. Children receive healthy balanced meals and snacks, which effectively develops their understanding about foods that are good for them. Children are cared for in a safe environment and the childminder undertakes regular fire drills. This means they are familiar with the procedures in the event of an emergency. Children's understanding about keeping themselves safe on outings is further extended through good discussions about road safety awareness.

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	2
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	3

The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children adopt healthy lifestyles	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 18/01/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 18/01/2012