

## Inspection report for early years provision

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<b>Unique reference number</b>	504468
<b>Inspection date</b>	19/01/2012
<b>Inspector</b>	Marilyn Peacock
<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.

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## **Description of the childminding**

The childminder has been registered since 1991. She lives with her husband and daughter. They live in a house in Dagenham which is within walking distance to the local shops, park and schools. Part of the ground floor area of the property is used for childminding. There is an enclosed garden available for outside play.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of Childcare Register. She may care for no more than six children under eight years; of these, not more than three may be in the early years age group and one may be under one year at any one time. There is currently one child in the early years age group on roll. The family has fish and two dogs as pets.

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

Overall the quality of the provision is good.

The childminder knows the children well and she meets children's individual learning and developmental needs well. She fosters a close working relationship with parents sharing valuable information to promote children's welfare effectively. The childminder has a positive attitude to inclusion. She values each child's uniqueness and is committed to helping children reach their full potential. Overall, the childminder's documentation, policies and procedures promote children's learning and welfare. The child minder is demonstrates a strong capacity to continually improve the provision she provides for children and families.

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

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

- develop a systematic and routine approach to using assessment of observations to plan the next steps on each child's individual learning journey.

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

The childminder has a clear understanding of safeguarding and a comprehensive understanding of procedures to follow in order to protect children from harm. She has attended relevant training to update her knowledge and informs parents of her duty to safeguard children through a clearly written policy. The childminder conducts comprehensive risk assessments of the home and any outings which promote children's safety effectively. Good steps have been taken to minimise any risks identified and regular checks help support this remains the case. Accidents

and incidents from home are well recorded. The childminder's first aid qualification is current, she is able to deal effectively with any accident which may occur. All the required policies and procedures are in place and parents have signed consents and permissions including permission to seek emergency medical advice or treatment.

The childminder knows the children well and is able to plan and provide activities which promote their progress as they play. She organises her resources so that children can make safe and independent choices in their play. She is committed to promoting inclusive practice. Resources that promote positive images are readily available to the children. The childminder helps children learn about equality and diversity through discussions about similarities and differences as they play and by sharing traditional days and festivals. Children who speak English as an additional language are effectively supported in the acquisition of the English language. Their family language and traditions are valued and well supported. The childminder has a list of key words and picture cards which she uses to help children settle. Lots of photographs of children at play show the broad range of play experiences they enjoy each week. Children are making good progress towards the early learning goals, supported by planned and purposeful play. Each child has a learning story that records their progress with related observations under each area of learning. Observations and assessments of children's progress are conducted regularly but at present do not clearly identify the children's next steps on their learning journey.

The childminder builds honest and trusting relationships with parents. They are extremely pleased with the service provided and many have used the childminder's service for years. All necessary policies and procedures are in place to help support the effective and efficient management of the setting and these are routinely shared with parents to help them make informed decisions about their child's care. The childminder understands the importance of building links with other providers delivering the Early Years Foundation Stage and where appropriate, liaises with other agencies and children's services to actively support parents and children. The childminder is committed to continuous improvement of the service she provides. She carries out evaluation to identify her strengths and any areas which could be improved. She keeps herself up to date with early years practice by attending training regularly.

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

Children are happy and settled in the childminder's home. They are confident and relaxed. They enjoy their play in a comfortable environment where they have plenty of free choice and many good opportunities to learn new skills. The childminder is skilled at supporting children's learning; she asks questions which encourage children to think. She spends time going over previous learning to help children fully understand concepts and words in the English language. Children learn about and use numbers in their play. They count different objects and are beginning to identify quantities and the concept of more or less than. They snuggle up with the child minder for stories and are introduced to new vocabulary as they

play with the play people. They point to familiar objects on posters and match colours on the caterpillar board. They laugh and giggle with the childminder as they match around the lounge playing musical instruments. They concentrate as they sit on the floor with the childminder threading wooden fruit on string. Children behave well and develop positive attitudes to learning because the childminder is interested in what children do and is always close at hand to offer praise and encouragement.

Children enjoy plenty of fresh air. They visit the park to collect leaves to take leaf prints and use the garden most days to observe the weather and look for planes in the sky. Good measures are in place to promote children's health and well-being and they understand and adopt sound hygiene practices. The childminder takes account of children's dietary preferences and works with parents to provide the children with nutritious meals and snacks, which include fresh fruit, vegetables and regular drinks. Children are actively encouraged to develop an understanding of how to stay safe. For example, they are taught, to pick up toys when they have finished playing with them and they learn about road safety when crossing roads. They also learn about fire safety, they know when the childminder blows the whistle they need to stop what they are doing and follow the childminder directions. Well practised emergency evacuations procedures help protect children should there be an emergency where they need to leave the premises quickly.

## 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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