

Inspection report for early years provision

Unique reference number	132674
Inspection date	23/01/2012
Inspector	Jill Nugent

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 1992. She lives with her husband in a house in Forest Gate in the London Borough of Newham. The whole of the premises is used for childminding and there is a secure garden for outdoor play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of six children under eight, of whom no more than three may be in the early years age group, at any one time. There are currently two children in the early years age group on roll. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder offers a welcoming and inclusive environment for children. She prioritises children's well-being and consequently children feel safe and happy in her care. She liaises closely with parents, encouraging them to become involved in their children's learning. Children are well supported by the childminder while enjoying a variety of play activities and make generally good progress towards the early learning goals. The childminder is committed to the continual improvement of her provision through accessing further training opportunities.

What steps need to be taken to improve provision further?

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

- develop further the use of next steps within the system of observational assessment so that children are challenged in all areas of their learning.

The effectiveness of leadership and management of the early years provision

The childminder's documentation is well organised and provides a sound structure for her childcare practice. She has effective procedures in place to promote the safeguarding of all children in her care. She carries out regular and detailed risk assessments of her premises showing any actions taken to ensure potential risks are minimised. She is vigilant regarding children's safety on outings and risk assesses each type of outing in detail to help keep children safe. Her knowledge and understanding of child protection procedures is good as she regularly updates her training in safeguarding. All records relating to children's health and safety are well maintained.

The childminder has an attractive collection of resources, including a range of interesting books and colourful toys which encourage imaginative play. The

childminder makes good use of her time, helping children to make choices and thereby maintaining their interest. Children enjoy a variety of activities in the garden, such as riding tricycles, playing with balls or on a slide. The childminder is attentive to children's individual needs and responds to any requests immediately. Her caring nature helps children to feel valued and promotes good relationships within the group. She takes opportunities to increase children's awareness of diversity in a wider world, for example, using different languages or sharing in special celebrations.

The childminder provides useful information for parents about her provision. Her written policies are particularly clear, and regularly reviewed, so that parents have up-to-date information about her childcare practice. The weekly activity planning is on display and the childminder regularly shares children's observation files with parents. In this way they are able to continually exchange information about their children's progress. Parents are extremely pleased with the care and learning opportunities offered to their children. They appreciate the childminder's emphasis on good communication and this promotes effective partnership working. The childminder liaises with other providers and professionals, for example, at local schools, to ensure continuity of care and learning for all children.

The childminder uses a system of self-evaluation to reflect on all aspects of her childcare practice. She takes account of the views of parents and those of other professionals. Since her previous inspection she has made several improvements to her provision, including extending her range of resources. She is aware of her strengths as a childminder and has identified some relevant areas for further development, for example, providing more opportunities for children to learn about growing plants. She is keen to pursue further training to promote her own professional development and improve outcomes for all children.

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

Children develop very close relationships with the childminder. They become confident, active learners and really enjoy their play. They benefit from easy access to toys and books, from which they choose enthusiastically. The childminder is sensitive in her interaction with children, allowing them to explore independently but offering help when needed, for example, when using small wooden blocks to construct models. She engages children in conversation, asking and answering questions, thereby encouraging children to think. Children enjoy much praise for their achievements, for instance, when fitting and balancing blocks to create different models. In this way the childminder enhances children's play experiences and encourages them to acquire new skills.

Children have good opportunities to explore materials creatively and especially like to create different pictures in their special books, for example, drawings and collages. They increase their knowledge of letters and numbers through sharing books and singing rhymes. Children enjoy outdoor games which encourage them to use their bodies in different ways. The childminder takes children to local play

groups so that they experience a wide variety of indoor and outdoor activities. She uses a comprehensive system of observational assessment and this helps her to observe individual children closely as they participate in activities. She creates attractive learning journeys using photographs and words to describe children's learning experiences. Her observations help her to work out, and plan for, children's individual next steps of learning, although these are sometimes limiting in their challenge and scope.

Children feel safe in the childminder's home and are fully aware of their boundaries, knowing when to seek the childminder's permission. Consequently they learn to respect others in the group and to behave responsibly. They learn to make their own contribution by, for example, taking the initiative to tidy away toys before making another choice. Children are encouraged to talk about safety issues so that they understand how to keep safe in different situations. The childminder is particularly attentive to matters of hygiene and encourages children to adopt good hygiene practices. She offers a variety of nutritious meals and uses foods from different cultures so that children acquire new tastes. Children also enjoy regular opportunities for outdoor play which help them to keep fit and healthy.

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	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