

Inspection report for early years provision

Unique reference number	118724
Inspection date	18/01/2012
Inspector	Caroline Preston
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 registered in 1996. She lives with her husband and two adult children in Hornchurch in the London borough of Havering. The whole of the ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight at any one time, no more than three of these may be in the early years age range. She is currently minding one child in the early years age group. She also offers care to children up to the age of 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Good learning experiences help the children to develop and progress well. Children are safeguarded well and their safety needs are met. Partnerships with parents are effective and help children to settle and progress. Regular effective self-evaluation of the service helps to maintain the good continuous improvement of childcare practice.

What steps need to be taken to improve provision further?

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

- improve systems to consistently monitor children's development, through accurate record keeping, for example.

The effectiveness of leadership and management of the early years provision

The childminder's good knowledge of safeguarding procedures helps to support children's well-being and safety. Risk assessments are carried out in the home and when taking children on trips, this means they are kept free from possible hazards. Resources are good, safe and fit for purpose; they are alternated so that children have access to varied toys each day. Resources help children to learn and progress effectively for their stage of development.

There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises. The childminder drives

improvement by monitoring her practice and attending training.

Good knowledge of each child's background means that their individual needs are met and equality and diversity promoted. Effective resources reflect and promote differences which help children to develop positive attitudes towards others. Highly positive relationships with parents help children to settle and learn. Effective daily communication and adaptable times and routines support children's individual needs being met well. Robust self-evaluation of the service means that improvements are made such as developing and providing more varied play resources.

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

Children learn how to stay safe by understanding behaviour rules and through discussions about road safety. They play and handle toys carefully and listen to the childminder's gentle reminders about safety. Children develop good skills for the future as they handle a varied range of programmable toys. Children talk about healthy lifestyles and foods and help to prepare nutritious lunches. They enjoy large physical play in the garden and visit local parks. They foster good hygiene routines and understand why they need to wash their hands after using the toilet and before and after eating. Children behave well, share and take turns with older and younger children.

The childminder's good knowledge of how play experiences support children's learning helps them to progress. She knows where the children are in their development to help her plan for their next steps, but does not record these to ensure planning is consistent and that no areas of learning are missed. Children are motivated to learn and are independent. They use their imaginations well as they enjoy role play with toy tills and pretend money. They act out 'shopping trips' and extend their language through discussing how to use the play resources.

Children are creative and design patterns with playdough, skilfully using different tools. They build and construct using large bricks and enjoy cooking activities, in which they weigh and measure. Children plant and grow vegetables in the garden, learning about the natural world. They enjoy physical play in the garden and walks into the local environment.

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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