

Inspection report for early years provision

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Inspection date	01/03/2012
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.

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Description of the childminding

The childminder was registered in 1994. She lives with her husband and two adult children. The childminder's husband is her assistant. The family lives in Elm Park, Essex in the London Borough of Havering. All areas of the property are used for childminding although children are generally based on the ground floor in the play room and living room. There is an enclosed garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years at any one time, of these three may be in the early years age group, and of these two may be under one year. She is currently minding four children in the early years age group. The childminder also cares for children over five 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. She holds a childcare qualification at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well provided for because the childminder plans a varied range of experiences to effectively support their individual needs. This means no child is disadvantaged while in her care and they make good progress in all areas of learning. Overall, the childminder works in close partnerships with parents and effective links are established with other childcare professionals to support children's progress. The childminder demonstrates a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further procedures to involve parents as part of the ongoing observation and assessment process.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because the childminder is aware of her responsibility to refer any concerns she may have about a child in her care. She makes daily risk assessments of the home and outings to further promote children's welfare. She has all required documentation in place. She has implemented a number of policies and procedures which effectively guide her

practice. She ensures they are regularly reviewed and they are fully shared with parents.

Children are mainly cared for in the playroom. It is bright and child orientated. Consequently, children have access to a broad range of resources to effectively support their learning and development. Toys are in good repair and suitable for children's age and stage of development, which means children are challenged effectively. Children learn about similarities, differences and the wider world through attending local community groups and engaging in well planned activities and discussions. They benefit from making dragon masks for Chinese New Year, taking part in African drumming sessions and trying foods from different countries such as lychees, prawn crackers, Asian sweets and sweet potatoes.

The childminder effectively uses Ofsted's self-evaluation form alongside parental questionnaires as a tool for reflective practice. She evaluates her practice well and, as a result, she is working towards increasing the collection of interactive books, using talking pens, developing information technology resources and implementing a newsletter for parents. This shows a good capacity for continuous improvement and promotes strong outcomes for all children.

Parents are positive in their feedback about the childminder. They comment that children are developing well, including their vocabulary. From the outset the childminder works closely with parents. However, although they are kept well informed about children's progress they are not fully included in children's ongoing assessments. The childminder establishes strong partnerships with other early years settings to effectively support and extend children's learning. She has obtained detailed information from children's pre-schools about current topics including activity plans. Consequently, she plans a varied range of experiences to support the current topic 'All about me and senses'. For, example children are encouraged to try different foods to explore taste and textures and she talks to children about their home life including their pets and immediate and extended family.

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

Children are cared for in a warm, homely environment and as a result they are happy and well settled. Toddlers benefit from close interaction with the childminder because during the day they receive lots of cuddles and kisses. Children are well-behaved and toddlers are gently prompted to say 'thank you' at appropriate times. Consequently, they automatically respond by saying 'ta'. This helps children to gain an understanding of good social skills, including right from wrong.

Children have access to a good assortment of resources to develop their early mathematical skills. These include posting boxes, number books and simple number puzzles. Through practical situations the childminder effectively encourages children's awareness of numbers by counting body parts and everyday

objects. Whilst playing toddlers spontaneously count from one to three and older children add up how many slices of cucumber they have on their plate.

The childminder obtains detailed information about children's starting points. This enables her to have a good understanding of younger children's routines and to build on what children already know. She has a strong understanding of child development. She carries out regular observations and she successfully uses this information to plan a varied range of experiences to support children's individual needs and interests, for example visiting a local country park to see the mere cats. This also ensures children's learning is purposeful.

Children engage in a range of art and craft activities which effectively promote their creative skills. For example they enjoy finger painting, making a snowman using cotton wool and creating daffodils using fairy cake cases. Children's artwork is attractively displayed in the playroom allowing them to have a strong sense of pride and achievement. Children's skills relating to information and communication technology is developing well. This is because they benefit from playing with a life-like toy computer and they use many programmes to develop mouse control skills, including number and colour games. Toddlers enjoy looking at books with the childminder and take pleasure in attempting to imitate various animal sounds. The childminder responds well to children's developing communication skills and, as a result, younger children are beginning to link words to convey simple messages. Children happily hum during the day as they recall songs from memory, such as Row, Row, Row Your Boat and Twinkle, Twinkle Little Star. Children enjoy a worthwhile range of outings, which effectively extend their understanding of the wider community and encourage their physical skills. For example, they take part in messy play activities, bowling and visit local farms, parks and a fort.

Although, the childminder is not currently caring for children with special educational needs/ or disabilities she is a 'disability champion'. Subsequently, through funding she has obtained a good range of resources and equipment for the garden, for example a canopy, Astroturf and a disability friendly playhouse. This effectively promotes an inclusive environment. Additionally, it allows all children to benefit from fresh air and daily physical activities in order to develop their understanding of the importance of regular exercise. It also means that while playing outdoors children are protected from the weather. Thorough effective daily routines, such as healthy eating and washing hands, help children gain a good understanding of different aspects of healthy lifestyles. They are developing a good understanding of how to stay safe because they regularly participate in fire drills and while out on routine outings the childminder reinforces road safety awareness. Children's learning is further extended by visiting the local fire station and taking part in discussions with the local police community officers.

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