

Inspection report for early years provision

Unique reference number	128166
Inspection date	23/03/2012
Inspector	Shaheen Belai

Type of setting	Childminder
------------------------	-------------

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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 1991. She lives with her two adult children in Chadwell Heath, within the London Borough of Redbridge. The whole of the house is used for childminding. There is a garden available for outside play.

The childminder is registered to care for a maximum of six children under eight years of age; of these, three may be in the early years age range, and of these, not more than one may be under one year at any one time. The childminder currently has three children in the early years age range on roll, attending on a full- and part-time basis. The childminder also looks after older children on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The childminder is part of the Children Come First Quality Assurance Scheme, as part of her local childminder network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safeguarded and their welfare is promoted through daily routines, effective procedures and the childminder's interaction. Children engage in a broad range of activities that generally promotes their learning in all areas of development. A range of systems is used to inform parents about the childminder's service, with some approaches to engage parents in their children's development. The sharing of information with other settings that children also attend contributes effectively to their learning. The childminder demonstrates a positive attitude towards equality and diversity and this is mostly reflected in her practice. The childminder reflects on her practice and demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend the communication systems with parents to engage them in reviewing their children's progress through their learning and developmental records
- provide an environment that is rich in signs, symbols, languages and writing systems other than English that take into account children's different backgrounds and understanding.

The effectiveness of leadership and management of the early years provision

The childminder demonstrates a good knowledge and understanding of safeguarding issues and the procedures to follow if she has concerns about a child's welfare. Children's safety is promoted when in the home, such as the monitoring of visitors on the premises and the use of safety gates. Risk assessments are conducted prior to each specific type of visit or for specific activities, such as cooking to ensure that children are kept safe. All required documentation is in place and well organised. The childminder holds a valid first aid qualification, so children receive appropriate treatment in the event of sustaining minor injuries.

Resources are of good quality and quantity and carefully selected to ensure that they are suitable for children. Good use is made of the immediate outdoor play area to support children's learning. For example, children have opportunities to engage in gardening activities, explore the impact of the weather, and have regular fresh air and exercise. The childminder treats all children as individuals and acknowledges differences and preferences positively. The childminder strongly promotes an awareness of others through a good range of anti-discriminatory resources and activities to celebrate differences. Relationships with parents are strong, being professional and supportive. Parents provide relevant information about their child which helps to ensure children receive individual care and attention. The childminder completes a daily diary for parents, giving information about their child's food intake, sleep and daily activities. However, parents are not fully involved in contributing to their children's observational assessments on a regular basis. Parents are encouraged to contribute their views with the introduction of parental questionnaires. Communication by phone, texting and the use of notices in the front entrance of the home ensures parents are kept informed of the day's planning. The childminder maintains a professional relationship with staff in settings that children also attend, such as the nursery class. The exchange of information about children's individual learning promotes continuity of care and supports ongoing learning and development.

Since the last inspection the childminder has met all previous recommendations. She has attended numerous courses to update her knowledge and gained a recognised childcare qualification. In addition, she has become a member of a quality assured childminding network group. These steps demonstrate the childminder's commitment to promote better outcomes for children. She has begun to use the Ofsted self-evaluation form to evaluate the effectiveness of her practice and welcomes regular feedback from her network coordinator. This allows the childminder to identify areas of strength and areas to develop. These steps demonstrate the childminder's strong commitment to continuously improve the outcomes for children.

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

Children benefit immensely from the individual attention they receive from the childminder. Children are familiar with the daily routine and respond positively to changes throughout the day such as play and meal times. The childminder knows the children well because she obtains relevant information about their specific care needs and stages of development when they start. The childminder makes regular observation, uses photographs and samples of children's work to assess children's achievements. This information is used to track children's progress in the six areas of learning. Therefore, children are making good progress through a wide range of indoor and outdoor opportunities provided each day.

Interesting and stimulating tactile play activities allow all children to use their senses to benefit from the activity. For example, children explore the textures of fruit whip and cereal together. They use a range of containers and utensils to handle the mixture. Children's developing language is supported well by the childminder. She is responsive to answering questions, confirming children's developing words and checking their understanding by asking selective questions. Regular attendance at song and rhyme sessions promotes children's developing vocabulary. However, children's understanding of languages other than English is limited because symbols, pictures, and print in other languages is not used throughout the setting. Younger children use action, sounds and gestures to communicate their ideas. Children have access to a range of children's laptops and interactive home-corner props that require children to operate switches and dials. These activities enable children to develop very good skills for the future. Children enjoy being involved in role play, such as pretending to use chop sticks to eat or pretending to sweep the floor using the resources on offer. They enjoy music, both physically exploring instruments and dancing to favourite popular songs heard on the radio. Children have good opportunities to visit places of interests that support their learning and experiences. For example, they go to the park to feed the ducks or visit the local forest. The children are excited and interested in how things function; for example, as the toy windmill in the garden moves because of the breeze or how bubbles are created and move away from the wand.

Children are cared for in a clean and welcoming environment where they learn good hygiene procedures from examples set by the childminder. They learn to wash their hands after messy play using disposable wipes or climb the step-up to reach the wash basin before lunchtime. Children's meals brought in from home are stored and served according to parental wishes. The childminder's provision of healthy, balanced snacks and meals supports healthy lifestyles for children. Cooking activities engage children to learn about healthy eating. Children freely drink water at regular times, especially when the weather is warm and children are physically more active. The childminder and the children practise the fire drill on a regular basis. Children receive consistent reminders about how to stay safe, such as how to climb the slide carefully.

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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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