

Inspection report for early years provision

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Inspection date	25/04/2012
Inspector	Lynn Wordsworth
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 was registered in 2011. She lives with her husband and two daughters in Eastham, in the London Borough of Newham. They live within easy walking distance of shops, parks, nurseries and schools.

The whole of the ground floor of the home is used for childminding, including a communal garden on the ground floor for outside play. Access is via a flight of stairs.

The childminder is registered to care for a maximum of six children under eight at any one, of whom three may be in the early years age range. There are currently two children on roll, all within the early years age group. They attend at different times of the week. The childminder is registered on the Early Years Register and compulsory part of the Childcare Register.

She walks to local nurseries and schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm relaxing home for children. They enjoy a wide variety of interesting and inclusive play experiences. Children are making good progress in their learning and development. The childminder works well with parents to keep them informed about their children's learning and well-being. However, she has not fully established relationships with other providers about the children's progress. The childminder shows a positive commitment to the continuous improvement of outcomes for children.

What steps need to be taken to improve provision further?

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

- establish a two-way flow of information with other early years providers and external services, to ensure a collaborative approach to children's learning and development is fully achieved.
- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle, to ensure they are fully involved with their child's learning and development.

The effectiveness of leadership and management of the early years provision

The childminder and her assistant have a good understanding of the child protection procedures, which helps them to protect children. She regularly risk assesses her home and outings to make sure that children are kept safe at all times. A full record of risk assessments of her home and all outings monitors hazards and accidents. The childminder has an effective complaints procedure and shares this information with parents. The childminder has good understanding of children's health and welfare. She responds to accidents and children's illnesses promptly. She has maintained all parental permissions to safeguard children, for example, to go on outings and receive emergency medical care.

The childminder provides a good balance of high quality, age-appropriate toys and activities. These include toys that reflect a range of diversity. All resources are attractively arranged in her child-friendly, relaxed home. The childminder reflects on her practice through effective self-evaluation. She uses parents' and children's comments to help her know her strengths and areas for improvement. She is very keen to further develop her practice to provide an exceptional level of quality learning and care. She has attended a wide range of training and also has good understanding of different learning philosophies.

The childminder welcomes all children and families and makes them feel valued. She gathers information from parents about their home cultures and recognises these in her everyday practice. The childminder also finds out about the children's interests and dietary needs and uses these in her future planning. Children also take part in activities to help them learn about other cultures. For example, caring for African dollies and playing alongside children from diverse backgrounds at children's centres. This helps them to learn about the wider society.

The childminder has a satisfactory partnership with other providers. She cares for children who attend other early years settings, but has not established relationships to discuss children's progress. The childminder has good relationships with parents. She informs them about their children's progress in their learning. However, they are not part of the ongoing observation, assessment and planning cycle to be fully aware of their children's future targets. They are provided with a wide range of information about the childminder's setting, advice on health and safety and educational philosophies.

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

Children wake up happily in the childminder's home and the childminder and assistant offer much warmth and care. The childminder is fully aware of the children's interests. She provides good quality resources so they can initiate their own play. They quickly settle to design a train track, calculating which pieces will fit together. This helps develop children's problem solving skills. The childminder

has a good understanding of the learning and development requirements. She makes a range of effective observations of children's individual learning, and records their developments in the profile folders. She uses these to identify each child's stage of progress.

Children develop their creative skills. They choose their favourite colours to make imaginative patterns. They enjoy imaginative role play, dressing in cultural clothing and this helps them to learn about their own culture. Children develop their knowledge and understanding of the world as they explore technological resources. In addition, they are also learning to hold the mouse by the mini-laptop to activate software. Children are sociable, sharing and playing pleasantly with other children at the childminder's home and children's centres. They enjoy expressing their feelings, for example, making happy and sad faces with the childminder to express their emotions. Children are developing physically; untwisting caps, building and balancing blocks to make bridges with the assistant. They also challenge their physical ability as they climb, walk and balance on a range of adventure equipment. They feel safe as they hold onto the childminder's hand to give them the extra reassurance. Children relax in the comfortable story corner, looking through their favourite books and matching their car to the pictures. The childminder discusses how they are developing a range of first words to communicate as they play. They interact with the childminder as she spontaneously sings their favourite nursery rhyme. Children are inquisitive; exploring toys that have areas that open, close, and enjoy placing cars in and out. They become very excited as they watch bubbles floating in the air and hold them in their hands as they wait for them to pop.

Children feel secure in the childminder's home. There is range of safety measures in place to keep them safe. The childminder helps children to learn about their own safety, for example, climbing onto chairs when sitting to eat. Children are learning about a healthy lifestyle and gaining independence. They independently feed themselves their lunch, and enjoy pretending to feed their dolly. Children have a choice of healthy nutritious meals and snacks, and vegetarian meals are prepared to meet their individual needs. They have access to drinking water throughout the day and they are becoming very confident to drink from a cup. Children's behaviour is good and managed well by the childminder and her assistant. This helps to raise the children's self-esteem so they feel valued and content.

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