

Inspection report for early years provision

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Inspection date	27/04/2012
Inspector	Marilyn Peacock
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 three children in Rush Green, in the London Borough of Barking and Dagenham, close to the station and the local shopping centre. The whole of the ground floor is used for childminding, including the safe, secure garden. The childminder has two pet dogs.

The childminder is registered on the Early Years Register and the voluntary and compulsory part of the Childcare Register. She may care for no more than six children under eight years at any one time; of these, three may be under in the early years age group and one may be under one year.

The childminder does not provide overnight care.

The childminder is currently caring for three children in the early years age group all on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is well organised and committed to providing the best possible outcome for children. She obviously enjoys her work with the children and the children in turn are happy and settled. She knows children well and provides a good range of interesting, challenging activities which successfully promote their individual learning journeys. She works in partnership with parents to promote children's learning and welfare needs effectively. Partnerships with other early years providers are still developing, to support continuity of learning and development. The childminder reflects on her practice and recognises how to bring about improvement that benefits the children that attend.

What steps need to be taken to improve provision further?

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

- take effective steps to work in partnership with other providers of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of her role in safeguarding children. She attends safeguarding training regularly to help ensure she is fully aware of the latest reporting requirements. The childminder has conducted comprehensive risk

assessments of her home and garden to help ensure it is safe for children. Daily visual checks make sure that this remains the case. There are written emergency evacuation procedures in place, which are practised regularly with the children to familiarise them with how to evacuate the house quickly, without becoming distressed. The childminder has appropriate contingency plans in place to ensure children are left with a suitable person in the event of an emergency. All adults in the household have undergone appropriate checks and are suitable to be with children. Children's good health and well-being are promoted through the childminder's appropriate hygiene routines and her commitment to ensuring all steps are taken to prevent the risk of infection.

The childminder organises her home and garden well, making good use of the enclosed garden for regular access to the outdoors. Toys and resources are well presented and easily accessible to children. Children are able to choose freely from a comprehensive range of play materials that are interesting and suitable for their age and stage of development. The childminder's good understanding of anti-discrimination means that she provides a service which is inclusive for all children and their families. She ensures that she understands each child's background, culture and belief, respecting religious dietary limitations in accordance with parental wishes. She uses this knowledge when she encourages children to recognise differences, offering them information about other ways of life and encouraging them to respect diversity.

The childminder has a friendly but professional relationship with parents. They receive plenty of feedback on their child's experiences through daily diaries, daily discussions and review meetings. Parents are encouraged to share their children's achievements and any learning undertaken from home, to help the childminder have a full picture of children's progress. The childminder is keen to develop her setting and attends training courses in order to keep her knowledge and skills current. She links closely with other childminders and local authority workers, helping to keep her informed of changes to requirements and good practice ideas. She is aware of the benefits of establishing and maintaining positive links with other professionals involved in the care and education of the children. However, relationships with schools and pre-school providers are still developing. She undertakes detailed self-evaluation, which is used to identify strengths and areas for development.

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

Children are comfortable and relaxed in the childminder's care. They confidently approach the childminder for support and guidance and a cuddle. The childminder provides effective support for children, asking open ended questions to challenge children's thinking as they use resources they have chosen for themselves. The childminder is on hand at all times to support children, and she sits with them when they play with floor toys. She uses her observations of children at play to plan activities which help them make progress toward the early learning goals. She considers the children's interests when planning activities, to help engage them in

activities which sustain their interest. However, it is unclear that activities cover all areas of learning. There is a good balance of adult-led and child-initiated activities indoors and outside each day. Children enjoy their time with the childminder, who introduce new concepts as they play. The youngest children laugh as they play with musical instruments and interactive toys. They roll balls down the ball tower, looking for reassurance that they have completed it correctly. Their independence is encouraged at meal times. They confidently try to feed themselves, as the childminder provides them with lots of praise and encouragement. She claps as they feed themselves and the children giggle and clap back. More able children learn about numbers and simple number operations by using bricks and puzzles. They recognise numbers and letter that are significant to them when out and about, pointing to letters in their names in the car number plates. They count the buses as they go by. Children enjoy activities in which they can explore change, such as baking, which also promotes good hygiene, sensory development, counting, measuring and pouring. All the children enjoy stirring and mixing the contents of the 'Herman' cake, which they share with their parents and friends when it is ready.

Children enjoy their play in a clean, lively environment. They learn the importance of good personal hygiene and the need for regular exercise, as part of a healthy lifestyle. The childminder takes account of children's dietary preferences and works with parents to provide the children with nutritious meals and snacks, which include cereals, fresh fruit, vegetables and regular drinks. Children enjoy the freedom to run around and ride on wheeled toys, which contributes to their good health. Children's behaviour is good; this is mostly due to the positive role model that the childminder provides and her consistency in the application of the simple house rules. Children know they are valued, as the childminder recognises their individual achievements and rewards them with lots of praise and encouragement to try new things. Outings are used effectively to help children learn about road safety and keeping themselves safe when out and about.

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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