

Inspection report for early years provision

Unique reference number	EY435884
Inspection date	24/04/2012
Inspector	Sharon Henry
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 registered in 2011. She lives with husband and their two young children in the Wanstead area of the London Borough of Redbridge. They live within easy walking distance of shops, parks and schools. The whole of the ground floor of the home is used for childminding.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years at any one time; of these, three children may be in the early years age range. She currently minds two children in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder supports the children well and meets their individual needs. She helps them make good progress in all areas of their learning and development. The children enjoy well-organised play experiences in a stimulating and inclusive environment. Overall, the childminder forms very positive partnerships with parents that contribute to improvements in children's welfare and learning. The childminder develops good relationships with other providers and services that help promote coherency of care and education for individual children. The childminder has generally effective systems for evaluating her practices and she shows a good capacity for maintaining continuous improvement to enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- improve the ways in which parents can regularly review their children's progress and contribute to their learning records
- extend the use of self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded well as the childminder has a good understanding

of her duties and responsibilities with regard to child protection issues. She has completed training to help her gain a secure knowledge of the correct procedures to follow if she has concerns about a child in her care. All the essential documents to support the efficient and safe management of the provision are in place. The childminder has effective policies and procedures and comprehensive risk assessments of the home environment and outings. The childminder reviews these regularly to help her to minimise hazards to children effectively.

The childminder establishes effective partnership with other providers and professionals involved in children's care. Children benefit from continuity and consistency in care and learning between the childminder, other settings they attend and home. The childminder makes good use of individual diaries, ongoing discussion and information on display to help ensure that parents are kept well informed about their child's routines, activities and achievements. However, the childminder has not fully developed ways for parents to access the learning records and share their observations about their child's progress.

The childminder gives high priority to promoting inclusive practice and providing a welcoming environment for all children. Settling-in sessions and observations help the childminder to form an initial assessment of new children. This enables her to accommodate their individual care needs and to help them make good progress in relation to their starting points. The childminder manages her time effectively to give young children plenty of individual attention. The home environment, both indoors and outside, is effectively organised to provide children with a broad range of play experiences. The childminder provides a good balance of child-initiated play and adult-led activities. She actively promotes children's awareness of the wider world through the thoughtful use of resources, posters and general play activities.

The childminder has not fully developed her self-evaluation systems to identify strengths and priorities for improvement. Nevertheless, she is very clear about her plans for the future and embraces training opportunities. The childminder uses advice and guidance to enhance her practice and benefit children.

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

Children are happy and secure in the setting. They form good relationships with others and develop good behaviour. They understand the importance of being kind to each other, sharing and taking turns. The childminder successfully creates an environment where children's individual needs and interests are valued. She supports children well and promotes their development in all areas of learning. The childminder successfully completes observations on the children that link to the areas of learning. She identifies and plans their next steps of development. The childminder uses meaningful photographs as evidence in the learning records to show how well children achieve.

Children settle very quickly into the childminder's care and become engrossed in activities with their friends. The childminder plays alongside the children and offers gentle support and encouragement. She successfully builds on their ideas and asks relevant questions which provoke their thinking and extend their learning. As a result, children learn to concentrate and persevere at their chosen activity.

Children develop well in the skills they need for their future learning. Younger children like exploring simple technology. They bang objects such as a drum and saucepan and become excited by the results of their actions. They respond with laughter and smiles as they learn through play. Children thoroughly enjoy exercise and the opportunities they have to learn new physical skills when playing in the garden and visiting local parks. Their skills are further enhanced by taking part in weekly music sessions. Children have fun using their senses to explore the different materials in the treasure basket. Their creativity is nurtured through many activities and resources, including role play and craft materials.

Children develop good physical skills as they learn to move their bodies in different ways. The childminder is on hand to support younger children as they develop their newly acquired walking skills. They confidently and safely move around the home, and the childminder consistently promotes their independence. Children's health and safety is promoted well because the childminder has effective systems to obtain all required parental consents, record accidents and administer medication. She is qualified to administer first aid, which means she can respond appropriately in the event of a minor accident. Children are encouraged to adopt good personal hygiene routines. They enjoy a choice of healthy snacks that meet their dietary needs and the wishes of parents.

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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