

Inspection report for early years provision

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Inspection date	02/05/2012
Inspector	Claire Parnell
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 registered in 2005. She lives with her partner and two children in a residential area of Chadwell Heath, Essex. Childminding mainly takes place on the ground floor and there is a secure garden available for outdoor play. 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 five children under eight, two of whom can be in the early years age range. There is currently one child in the early years age group and three older child on roll, who all attend on a part-time basis.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder clearly understands the importance of meeting the unique needs of the children. Overall children's development and welfare needs are met throughout their time with the childminder. The childminder's knowledge and skills help to provide the children with a good range of activities which encourages them to become clear and critical thinkers and to extend their development. The childminder is committed to continuously improving her practice and can identify her strengths and areas to improve. The childminder has good partnerships with parents and other settings to promote continuity of care and development.

What steps need to be taken to improve provision further?

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

- incorporate parent's and other setting's developmental information about children into the planning and assessment system
- develop the assessment process to enable children's achievements to be tracked

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. The childminder uses a robust risk assessment for within the house, outside space and outings to ensure risks and hazards are identified and minimized. She has a good understanding of her responsibility towards the children in her care and knows the steps to take if she has a concern about a child. The childminder has an effective service statement containing informative and up to date policies and procedures that works well in

practice to provide children with a safe, stimulating, healthy and secure environment.

Children have access to a good range of equipment, activities and resources. They are easily accessible in storage containers and low level cupboards for children to make independent choices. The childminder uses the toy library effectively to add to her existing resources, therefore furthering the experiences for children and extending their play. The childminder has a good range of resources to reflect positive images of today's society and uses the toy library to extend children's knowledge of people's differences. She collates very relevant information about each child's background and needs and reflects this through discussions and activities. The childminder gets to know the children well and provides activities and routines that spark their interest and challenges their abilities. For example, a child has been away from the childminder for a month and requires careful and subtle settling again. The child is particularly attached to their car seat and blanket so the childminder allows the child time to sit and watch and slowly leave the comforters behind and join in the play at their own pace and time.

The childminder demonstrates a good awareness of her strengths within her service such as flexibility for parents and children in her care. She also recognises that ongoing training and developing skills and knowledge is an important part of caring for children. The childminder has successfully met all the recommendations from the previous inspection and has acknowledged that she now has more confidence and a better knowledge of the Early Years Foundation Stage requirements and the inspection process.

The childminder has good relationships with parents and other settings. She provides an abundance of written and displayed information. Parents are given questionnaires to reflect on her service so that she can identify areas for improvement to meet their needs and wishes. The childminder actively texts parents during the day to keep them informed about their child, particularly if they are unsettled or new to her setting. They also receive verbal information on collection about the events and routine care aspects of the day such as what their children have eaten, where they have been and if they have slept. The childminder has also liaised positively with other settings in the past and is fully aware of the importance of creating professional bonds with children's key person or other professionals involved in their care and development. The childminder discusses children's development with parents and other settings but does not actively use this information to inform plans for children's ongoing development.

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

The children are extremely happy and confident in the care of the childminder once they have had time to settle back in after a long period of absence. The childminder is very sensitive to young children's needs and gives plenty of

reassurance and comfort to children to enable their confidence to grow. By the end of the inspection children were participating in a wide variety of activities and enjoying the childminder's and her daughter's company and play. Children are inquisitive and are encouraged to explore and investigate the environment around them, using their present skills to play with equipment as well as the childminder's enthusiasm to introduce new resources. The childminder uses very effective open ended questions to help children to think about their play and to explore new activities. For example, the childminder introduces a one year old to a treasure basket, brushes the pastry brush along the child's hand and offers it to them. They take the brush and investigate how it feels, using both hands and then brushing it on the childminder's hand and then on her own face. The childminder asks the child what it feels like and knows to allow time for them to respond, due to her recent "Every Child A Talker" training. Children become absorbed in books and stories for their age and stage and this is extended by the childminder's interaction and discussion about the book.

Children receive good levels of support from the childminder in all the activities. For example, children are encouraged to use the step between the lounge and the conservatory to enable them to explore the additional resources and to interact with her own children in play. These interactions positively support children's social play and help them to develop an understanding of sharing and taking turns. The praise and encouragement also supports children's self-esteem and confidence to have a go.

Children are introduced to mathematical language throughout all aspects of play. Colour and shape labels are used to describe pieces of equipment as well as counting of animals found in the box. Children have access to messy activities such as dough, sand and water to explore their properties. The childminder introduces children to dough, placing a small amount in their hand and allowing them time to look, feel and investigate the dough, eventually dropping the dough as they are unsure about its feel. The childminder again offers the dough to encourage new experiences. All these experiences and activities support the children's skills for the future.

The childminder has a well thought out assessment system for children's learning and development. Starting points from each child are gained from parents and are used to inform future planning for children's next steps. Effective and evaluative observations are made of children's achievements within all six areas of learning. Although the childminder knows the children well she does not have a clear system to track children's achievements within the Early Years Foundation Stage.

Children are developing a good sense of belonging and demonstrate their confidence in the childminder's care. They understand the importance of social behaviour and have good role models through the childminder and her family to use good manners towards each other. The childminder encourages fresh air and exercise every day by using the local park and the garden for outside play and movement. Good procedures are in place to promote children's hygiene, with their own towels accessible in the downstairs bathroom to prevent cross infection. She encourages children to wipe their noses and has an effective system to prevent tissues from being shared. Children are learning all the time about keeping

themselves safe. They are supported around the house when they are learning to walk, using the furniture and the childminder as an aid. She reminds them about sitting down to eat and prepares food carefully and appropriately to prevent choking.

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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