

Inspection report for early years provision

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Inspection date	10/05/2012
Inspector	Amanda Allen
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 2003. She lives with her adult son in Clayhall in the London Borough of Redbridge. The whole of the ground floor of the house is used for childminding and there is an enclosed garden for outside play. The childminder is registered to care for a maximum of six children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding three children in the early years age group. She is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. She is a member of the Redbridge childminder network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder knows children very well and is secure in her knowledge about their individual needs, interests and developing personalities. Inclusive practice is good and the childminder is flexible to meet the needs of each child and their family. Overall, partnerships with parents are good and contribute significantly to the individual needs of all of the children being met. Children are making good progress. The childminder is able to identify her strengths and weaknesses and has a good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systems to enable parents to contribute to their child's learning and development record.

The effectiveness of leadership and management of the early years provision

Safeguarding children is crucial to the childminder. She has a good knowledge and understanding of child protection issues and the steps to follow if an allegation was made against her. She carries out thorough risk assessments of her home and for all trips to help ensure that children can play safely at all times. She is fully aware of her responsibilities in keeping children safe during an emergency. All adult members of the household are suitable to have contact with children and the childminder has a good understanding of how to protect the children from visitors that have not been vetted.

The well-organised systems successfully provide all the necessary information for the ongoing support of each individual child. The childminder promotes an

inclusive environment in which all children feel valued and included. She has a good knowledge and understanding of how to meet any special educational needs. There is a good selection of resources that reflect positive images of diversity. The childminder is positive about the inclusion of all children and works to make sure that children of all ages are provided with appropriate activities and experiences. Children play in the dining area where they have direct and safe access to a wide range of toys, equipment and resources that are suitable for their ages. They have plenty of resources to choose from on a daily basis.

The childminder closely liaises with parents from the start through clear settling-in procedures and by asking them to provide information about their children's routines, likes and dislikes. Generally, parents are encouraged to be involved in their children's learning as they are informed through daily discussion about activities their children have undertaken. The childminder shares her observations of children's progress with them but does not have systems in place for them to contribute to these. As a result they are not fully involved in all aspects of their children's learning. She has a good partnership with other providers, such as the local schools and pre-schools. She has regular contact with her local authority development worker and regularly attends local toddler groups. She demonstrates a clear understanding of how these partnerships are effective in supporting children's learning and development.

The childminder is able to identify what she feels are her strengths and priorities for development. She consults the parents through discussion at the end of each day making sure they are happy with the service she provides and to find out if they would like anything changed. She has a positive attitude towards improving outcomes for children and has a good capacity for continuous improvement.

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

Children are happy, confident and well-settled in the comfortable and relaxed atmosphere of the childminder's home. They are carefully nurtured by the warm, close relationships they have with the childminder. These support them to feel secure when making choices from the activities and resources provided. They gain self-confidence and independence as they choose play activities, often becoming absorbed in independent exploration. They are encouraged to develop communication skills as the childminder talks with them and asks them questions. Children's individual learning and development is very well-supported by the in-depth knowledge that the childminder has of each child in her care. The childminder responds to each child's favourite activities, such as singing and music, and this helps them to become interested and active learners who develop good skills for the future.

Children enjoy a wide variety of indoor and outdoor play experiences which support their learning and development well. The childminder takes time to find out about children's starting points and makes observations of their progress. She notes significant milestones in each child's development and evaluates the success

of activities. She uses her observations to identify children's individual next steps and plan for their specific learning needs.

Children enjoy using a good range of equipment and resources, such as craft materials, which enhance their creative development both indoors and out. They are learning to negotiate with each other and take turns as they share stacking blocks and place puzzle pieces in the correct places. They enjoy learning about the world around them through meaningful trips into the local community. These include going to the local parks, travelling on buses and trains and going to local toddler groups. This makes sure that learning is fun and exciting and can take place in all environments. Children receive lots of cuddles and reassurance which builds their self-esteem and confidence.

The childminder has a calm nature and this results in well-behaved children who respond well to praise. She is consistent in her approach to behaviour management and adapts it through consultation with parents to the age and understanding of the children involved. She uses positive strategies to support children's behaviour. She actively encourages children to share and take turns and is careful to monitor whether children are using toys and equipment safely and appropriately. Children are carefully supported to learn effective hygiene skills through the use of consistent hygiene routines. Older children are encouraged to take themselves to bathroom to wash their own hands prior to meals and after coming in from the garden. Younger children know to have their hands wiped before they eat. Children are offered a good range of healthy and balanced meals and snacks which include fresh fruit and vegetables. Children recognise when they feel thirsty after running around outside and help themselves to drinks. The childminder works closely with parents to make sure children's individual dietary needs are met.

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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