

Inspection report for early years provision

Unique reference number	EY276442
Inspection date	13/06/2012
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 was registered in 2004. She lives with her husband and teenage child in Dagenham, in the London Borough of Barking and Dagenham. The whole of the property is used for childminding. There is a fully enclosed garden for outside play. The family have no pets.

The childminder is registered to care for a maximum of six children under eight years and of these three may be in the early years age group. She is currently minding one child in the early years age group. She is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder meets the developmental needs of children and promotes their welfare exceptionally well. Children are making very good progress in their learning and development due to the childminder's flexible and adaptable approach to a well balanced structure of adult-led and child-initiated play overall. The childminder has very effective partnerships with both parents and other settings, providing systems to promote continuity and consistency for children. The childminder is committed to making continuous improvements to her service. Her service is evaluated objectively, identifying the areas for further improvement and gaining information to implement new practices to promote better outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- supporting children's growing independence further, with particular regard to developing systems to help children make choices from stored activities and resources.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is promoted very well due to the childminder's excellent practice. She carries out a thorough risk assessment on a daily basis, as well as a three monthly review, of the premises and the outside play area. This enables her to provide a safe, secure and stimulating environment for children's play. Children's safety is given high priority. The childminder constantly talks to children about keeping themselves safe; such as using equipment appropriately

and road safety. The childminder has a very clear understanding of the procedures to follow if she has a concern about a child in her care. She has attended safeguarding and child protection training in the past year and has a wealth of information to refer to. All the relevant documentation to promote children's welfare fully is in place, updated and completed on a daily basis such as attendance records. The childminder also records all visitors to her home and makes sure no unauthorised person has access to the children in her care due to her vigilance and positive supervision.

The childminder has a great commitment to continuously evaluating and improving her service for children and their families. She has completed a very comprehensive self-evaluation form which highlights her recognised strengths and areas for further development. She attends regular workshops and training courses with the local authority and has completed a professional qualification since the last inspection. The childminder is very eager to improve further and constantly liaises with her local authority development worker to gain advice and suggestions towards best practice. The childminder has also successfully completed the recommendations from the last inspection.

The childminder competently plans her resources and makes both the indoor and outdoor environments inviting and accessible. She arranges her home so that children's learning potential is maximised. Furniture, equipment and resources are labelled and of good quality as well as suitable for the ages and stages of development for the children attending. Children confidently make choices from the wide range of resources that are accessible to them. The childminder has not considered a system to allow children to choose from stored activities and resources that are not able to be accessed independently, to further promote their independence. The childminder actively uses information from workshops and training as a positive resource to improve outcomes for children. She uses her new found knowledge to implement immediate changes for each child's benefit. The childminder is proactive in acquiring the latest information and changes to regulation before the changes are implemented. For example, the childminder has already booked a place on a course for the upcoming changes to the Early Years Foundation Stage.

Equality and diversity is promoted significantly. The childminder gains extensive information about the children's background to provide her with the details to value and reflect their home life positively. She is aware of home languages, cultures and celebrations and reflects these in the planned activities. She helps children to understand about each other's differences through activities and resources, positively promoting positive images of today's society. This is also successfully implemented by sharing her own culture and language with the children and visitors. The environment is adaptable and flexible to allow full participation for children with disabilities. The childminder has a very positive understanding regarding inclusive practice and implements activities that reflect children's interest such as about trains.

The childminder has established highly effective links with other settings that share the care of children. She discusses their progress and gains information about the themes and areas of development that they are promoting for each child. She uses

this information as a discussion piece with children and reflects these themes through her own planned activities. Therefore partnerships with other professionals are promoted very well to offer consistent care and learning for each child.

The childminder places a high emphasis on working in partnership with parents. She has a meticulous understanding of the role that parents play in children's ongoing welfare and development and strives to develop professional yet friendly relationships with parents and carers. Parents receive regular information about their child's day and have regular opportunities to feedback to the childminder through questionnaires and verbal discussions. The childminder actively take notice of parents' requests and adjusts her day according to their needs and wishes for their children. Parents have access to a wealth of information, displayed, written and verbal, to inform them of the service that they are receiving and the care and learning that their child receives.

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

Children are well settled, very confident and thrive in the childminder's care. They learn and develop at a very good rate due to the calm, flexible and professional approach that the childminder has to the day to day activities that she provides for the children. She bases these on the children's skills and interests. For example, planting seeds leads to the discussion and exploration of the mud and soil for insects and worms that one minded child really has a keen interest in. The childminder is very skilful at providing a balance of adult-led and child-initiated play and experiences. She uses open ended questions and statements very effectively, leading to lengthy discussions about the activities and the resources. She also is highly versatile to allow the children to explore and extend their knowledge through questions and intense curiosity. For example, children are busily engaged in a planting activity, gaining seeds by squashing tomatoes and planting them in soil as well as watering them. Through this the child discovers worms and snails and takes the planned activity into another dimension with a positive learning intention as a result. The childminder knows the children very well and is fully aware of their stage of development.

Children are confident communicators, using in-depth reciprocal conversation with the childminder to show their understanding and ability to converse together. The childminder confidently uses complex words as part of the activity such as "compost", "seedlings" and "germinate". She allows children enough time to respond well to her questions without repeating or pushing for an answer, giving children the confidence and time to think and then respond competently. Children are very inquisitive, exploring their environment around them and using their experiences of real life situations to initiate role play. In the garden, children use real materials such as water and pasta to make "dinner" referring to burning the pasta because the oven is too hot. They show a keen interest in technology, turning the electronic keyboard on and pressing the right buttons for the programme to use. They show the childminder which song they want to sing and play, recognising pictures and words from the music book as well as understanding

that written notes make music. They play confidently, in their own way, to express themselves creatively in music. Children demonstrate very good physical skills. They jump, hop and run around the open area outside, using steps to show off their skills to visitors. They are proud of their dexterity skills by painting, with different tools and pouring their own paints to use. They carefully handle large bubble tubes, skilfully unscrewing and holding the wand in their preferred hand to blow bubbles as well as carefully catching the bubbles again on the wand. All of these activities demonstrate children's abilities to form excellent skills for the future.

Children's ongoing development and progress is recorded very effectively, through evaluative written observations and photographs. All observations are assessed and carefully linked to the Early Years Foundation Stage, demonstrating their stage of development within the six areas. The childminder carefully considers their use to inform the planning for children's next steps of learning. Parents are also actively involved in children's learning by providing a regular summary of children's progress and asking for comments about what they feel their children should learn next.

Children are gaining a very clear message about the importance of their well-being. They independently talk about washing off the germs on their hands after outside play and before eating and use their own named towel to dry their hands. They confidently tell the childminder when they are hungry and thirsty and help themselves to fruit and ask the childminder to wash it. Children are eager to use the outdoor area, gaining access to fresh air as well as walking to and from other settings that they use. The childminder actively endorses outdoor play as part of her daily routine.

Children understand the importance of acceptable behaviour and strive to use good manners in the childminder's company. The childminder is an extremely positive role model for the children, using patience, tolerance and a caring attitude towards the children. She participates in activities herself to help children appreciate social interaction from others. For example, she paints at the same time as the children and encourages the sharing of equipment and resources.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met