

Inspection report for early years provision

Unique reference number	EY280223
Inspection date	12/06/2012
Inspector	Liz Caluori

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 2004. She lives with her husband and six children who are all over 18 years. They live in a house in Ilford, Essex. Childminding generally takes place on the ground floor in the living room and play area. The childminder uses a nearby park for outdoor play.

The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of three children under eight years, of whom two may be in the early years age group. There are currently two children in the early years group, both of whom attend on a part time basis. There were no children present at the time of the inspection.

The childminder holds a relevant childcare qualification. She speaks English and Bengali. She walks to local schools to collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make suitable progress due to the interesting range of activities on offer and the high level of attention given to addressing their individual needs. They benefit from a child-centred, comfortable environment with a generally impressive range of toys and resources. Overall, the childminder meets children's welfare needs well. Positive relationships exist with parents and, overall, with other early years providers. The childminder demonstrates a strong capacity to promote continual improvement. She reviews her practice on an ongoing basis to ensure that she meets the changing needs of children and their families.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- complete an appropriate paediatric first aid course by 31/07/2012 (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register)

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

- develop further opportunities for children to find out about and learn how to use information and communication technology
- strengthen further the arrangement for partnership working to engage fully

with all settings that children attend.

The effectiveness of leadership and management of the early years provision

Overall children's safety is prioritised well as the childminder very competently assesses the risks in her home and on outings and puts effective precautions in place. Fire safety equipment is in place and emergency evacuation drills regularly take place. The childminder understands her responsibilities in relation to child protection and is fully aware of the action to take should she have any concerns about the welfare of a child in her care. She has previously attended first aid training but her certificate has recently expired. This is a breach of requirements but has limited impact on children since she still knows how to deal with minor injuries and has already booked on the first available training course.

Children benefit from a very attractive and well-maintained environment. The childminder provides a good range of toys and resources. These are successfully aimed at supporting their all round development, although the range of resources to promote their understanding of information and communication technology is fairly limited. The childminder has a laptop computer which children can use with her support but does not have any other electronic programmable resources for them to explore independently. Attractive storage units display the toys at a low level to make them easy for children to reach. Space is well organised to allow children to safely engage in a variety of activities. The childminder uses local parks to offer children opportunities for outdoor play.

The childminder reviews her service on a continual basis to ensure that she is meeting the evolving needs of the children. She undertakes regular training and liaises with other early years professionals to keep her knowledge of child development and childcare practice up-to-date. She communicates well with parents to support her in identifying and prioritising areas for future improvement. Parents are able to see a good range of written information, including policies, procedures, sample menus and details of planned activities. The childminder maintains achievement records for each child which she shares with their parents. This involves them in their children's learning. The childminder fully understands the importance of working in partnership with other early years practitioners where care is shared. She has friendly relationships with staff from two local settings attended by children. This helps to promote continuity in meeting children's care needs. The childminder is also keen to share information relating to children's learning to enable a shared approach to planning. She is beginning to have some good results in this area. She is coordinating very effectively with one of the settings but has not yet been quite as successful with the other.

Children receive good support to understand and value the diversity in society. The childminder describes a good range of activities which she provides to help them learn about the lives, cultures and traditions of people around the world. An example of this includes looking at books based around a variety of different characters and considering the differences and similarities to their own life. The childminder has a good understanding of the individual backgrounds and

requirements of each child. This enables her to successfully meet their unique needs.

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

The childminder describes appropriate strategies to support children to learn to keep themselves safe. She explains that she teaches children about safe road crossing and advises them to be cautious around unfamiliar adults. She also involves them in her risk assessment process, for example they help her to monitor toys and resources to identify anything that is damaged or broken. Similar attention is placed on promoting children's good health. The childminder explains that she teaches children about the importance of good personal hygiene, explaining that germs may cause a tummy ache. During term time children only attend for a short time in the afternoon. The childminder discusses their day to see if they want restful activities or if they have the energy for physical play. She takes children to a local park for outdoor play and specifically ensures that this is planned for each day.

The childminder undertakes sensitive observations of each child as they play and uses these effectively to plan for their future development. As a result, the childminder understands the individual personalities, preferences and care and learning needs of each child. Her written observation and monitoring records show that children are making suitable progress. Their achievements are also evident in displays of their work in the play area. Artwork is individual and expressive, showing that they use their imaginations. There are also various examples of children's writing skills and number recognition. The childminder describes how she promotes their knowledge and understanding of the world through a suitable range of topic-based activities. She uses her knowledge of each child's preferences and abilities to choose a focused theme, for example looking at bugs and mini-beasts. They have also recently begun to focus on healthy eating. The childminder describes how she plans activities to promote children's learning, for example using play food as props to help children recognise the different fruits mentioned in their favourite stories. She then reinforces their understanding through practical activities such as making fruit salads.

The opportunities that children receive to explore their environment and choose the toys they wish to play with helps to prepare them to become independent in their learning. These skills, along with their suitable levels of achievements, are useful in preparing them to face the challenges of the future.

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of children being cared for) (also applies to the voluntary part of the Childcare Register) 31/07/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of children being cared for). 31/07/2012