

Inspection report for early years provision

Unique reference number	EY294657
Inspection date	15/06/2012
Inspector	Caroline Preston
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 was registered in 2004. She lives with her husband and three children aged 10, seven and four years, in Romford, close to shops, parks, schools and public transport links. The whole of the childminder's home is used for childminding, except the main bedroom. A secure enclosed garden is used for outdoor play. The childminder is registered to care for a maximum of three children under eight years at any one time; of these, no more than two may be in the early years age range. The childminder is currently minding one child in the early years age group. She also offers care to children aged over five years to 11 years. This childminder is registered 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 good.

In the main, children's needs are met and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children enjoy and learn from good, stimulating and exciting learning experiences. Observations and assessments are effective and show children's progress; however, these are not fully extended. Children are well safeguarded and their needs are met. Outstanding partnerships with parents help children to settle and learn. Good continuous improvement and effective self-evaluation means childcare practice continually improves.

What steps need to be taken to improve provision further?

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

- extend systems of observational assessment in order to clearly identify children's next steps towards the early learning goals.

The effectiveness of leadership and management of the early years provision

The childminder's effective knowledge and understanding of how to follow procedures if concerns are raised, means children are safeguarded. She has undertaken recent training to update her knowledge and there are a good range of procedures in place. Risk assessments are detailed and help remove any possible hazards to children. All relevant documentation to run the childminding business is available and up to date.

Resources are good, interesting and help children to learn and have fun. Children easily self-select resources from around the large playroom and garden. Toys are

varied daily and great use of local resources supports children's development. Good quality, age- and stage-appropriate toys effectively support learning.

The childminder's good knowledge of each child's background means she can meet their needs very well. She is able to work with outside professionals to support future development in all areas. Play resources promote positive images of the wider world and children learn about others from going out into the local area regularly. Partnerships are well established and make a strong contribution to children's achievement and well-being. Communication takes place between providers and partners supporting individual children on a regular basis, to ensure information is regularly shared and used to promote children's achievement and well-being.

The childminder has a highly positive relationship with parents, which helps children to settle, learn and develop. Outstanding communication regarding each child's individual care means parents are supported very well at all times. The highly inclusive systems of communication ensure that there are consistent and productive partnerships with parents, resulting in strong levels of engagement with the childminder's work.

The childminder embeds good ambition and drives improvement, by undertaking training in Safeguarding, Health and Hygiene and The Early Years Foundation Stage. All of this improves the care and education the childminder offers to children in her care. Robust self-evaluation helps to identify areas which need improving, such as developing systems to record evidence of children's learning and development, to share with parents.

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

Children are secure and develop a sense of belonging to the childminder's home. Children learn safety rules as they play and listen to simple instructions from the childminder. They learn how to stay safe when crossing the road, by discussing the dangers. Young children are confident when moving from one room to another and sit quietly whilst eating snacks. Children develop skills for the future, as they handle and play with a good range of programmable toys. They are skilled in turning them off and on and understand that each toy needs batteries.

Children appear content and settled, because their health, physical and dietary requirements are well met. Children eat healthy snacks and happily request what they want, such as strawberries. Children enjoy physical play in the garden and enjoy fresh air daily. The childminder's good knowledge and understanding of how children learn and develop supports their education. Observations and assessments to show children's progress, however, are not fully developed to clearly show progress and next steps.

Young children are interested and motivated to learn and play. They confidently select toys from around the playroom. Children have good relationships with each

other and the childminder. Children enjoy listening to stories and begin to exhibit early writing skills as they mark make on paper. Children begin to count as they play and can count to ten. They use simple calculations as they add and take away money.

Children explore and investigate as they visit many different places of interest, including allotments, museums, country parks, farms, zoos and the beach. Children run, jump, climb and balance as they enjoy play activities. Children exercise their creativity with paint, sand, water and junk modelling. They enjoy role play, and dress up in different play outfits.

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	1

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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