

Inspection report for early years provision

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Inspection date	30/05/2012
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.

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 1997. She lives with her husband in Custom House, in the London Borough of Newham. The whole of the childminder's house is used for childminding and there is an enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time. Of these, no more than three may be in the early years age range and one may be under one. She is currently minding two children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She supports children with special educational needs and/or disabilities.

The childminder takes children to local pre-schools and picks up from the local primary school. She works from Monday to Friday, 8.00am to 6.00pm all year round. The family has a dog and two cats.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder has an excellent understanding of children's individual needs. She provides opportunities to support their interests. Monitoring and evaluation of the quality of provision enables her to implement appropriate improvements. Very good account is taken of recommendations made through inspection. Children are making good progress, given their age, ability and their starting points. Regular evaluation with the parents enables her to make sure that any priorities for future development are identified and acted upon. This results in a service that is responsive to the needs of the parents. Effective self-evaluation systems completed by the childminder highlights any priorities for future development. These are promptly identified and acted on. The childminder is committed to the continuous improvement of her provision.

What steps need to be taken to improve provision further?

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

- improve opportunities to encourage parents and carers to be involved in supporting their child's learning and development at home.

The effectiveness of leadership and management of the early years provision

Safeguarding children is paramount to the childminder. Comprehensive policies and procedures are in place to protect the children from harm and neglect. The childminder has thorough knowledge and understanding of child protection issues and has attended many training courses over the years. She knows the steps to follow if an allegation of abuse is made towards her or her family. The childminder carries out full and thorough risk assessments out on the home and for all trips. The childminder is fully aware of her responsibilities in making sure the children are kept safe during an emergency. The childminder holds a current first aid certificate. This means that she can give appropriate treatment if there is an accident to a child in her care. All accidents are recorded and signed by parents on collection. Well thought out emergency evacuation procedures are in place. These keep the children safe in an emergency and are carried out on a regular basis. A comprehensive fire evacuation plan is in place for all areas of the home. All adults in the home have completed Criminal Record Bureau checks. The childminder makes sure children are protected from all adults who enter the premises and that they are not left alone with them. The childminder promotes an inclusive environment in which all children feel valued and included.

The childminder has a good knowledge and understanding of how to meet children's special educational needs. There is a wide range of attractive resources accessible to all children, including a significant range that reflects diversity. The childminder is fully aware of the importance of helping children to learn about different festivals and celebrations from around the world. She tailors the activities to the age of the children participating in them, which enables them to learn. Children enjoy the freedom to choose from accessible toys and games. They are well supported by the childminder, who joins in their play. They keep busy and happy, benefiting from the interaction with the childminder during activities. For example, playing with musical instruments and playing and splashing in water in the garden. Partnerships with parents and carers are good. The childminder consults the parents via daily feedback to ask if they are happy with the service she provides. This is in order to find out if they would like anything changed. A daily book is used to provide parents with a record of their child's daily activities. However, opportunities for parents to support their children's learning at home are not currently provided. The childminder has forged close links with local services, such as the children's centre and the local school. No children currently attend other early years settings, although the childminder is aware of the need to establish partnerships with these should the need arise.

Through self-evaluation, the childminder is continually reflecting on her practice and looking at ways to improve the service she provides. She takes on board ideas and suggestions made by parents and children. The childminder drives improvement in all areas of her practice through regular training. She has completed many short courses and achieved a qualification at level 3 in children's care, learning and development. The childminder believes it is extremely important to maintain her continual professional development. She is constantly looking at ways to incorporate her knowledge into her daily practice. She encourages parents

and children to share their views and make suggestions for improvements to her service.

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

The childminder has a very calm style, which results in well behaved children who respond well to praise. She has a consistent approach to behaviour management and adapts it to the age and understanding of the children involved. Children are able to feel safe and secure. This is due to the vigilance of the childminder and her warm and nurturing care. Children receive lots of cuddles and reassurance as and when they require them. This builds their self-esteem and confidence. She plans her time well and has weekly plans in place which show what activities the children are taking part in. These are mostly fed by the interest of the children and link to their next steps for development. This keeps the provision flexible, fun and enjoyable for all the children.

Children are well supported in the acquisition of useful skills in literacy and numeracy. This helps them develop a range of good skills for the future. For example, they talk about pictures in books, learn to recognise simple words, shapes and colours, and use numbers in different situations. The childminder plans effectively for each child's individual needs. Children have clear and defined starting points, which the childminder works with the parents to obtain, and are making good progress from these. Observations are detailed and have the next steps outlined for the childminder to progress the children further with their development. The childminder uses a broad spectrum of evidence to assess the progress the children are making. For example, she uses written observations and photographic evidence, as well as the children's art work. Children have daily access to physical activities, through meaningful games. Children learn about turn taking and working together during daily activities, as well as through physical activities with ride-on toys in the garden. These assessments are linked to the six areas of learning. Therefore, the childminder is able to see what areas she needs to work on and develop further. All activities that the children participate in are tailored for their specific age range and their abilities. As a result, children are making good progress in all areas of learning.

The childminder has some lovely resources to reflect diversity. She uses these to help children learn to value diversity in others, and grow up making a positive contribution to society. Children are encouraged to understand and develop positive relationships with people who are different from themselves. They learn respect for diversity, fairness and tolerance. The childminder is vigilant in making sure that every child is included and not disadvantaged. There are effective systems to promote equality of opportunity and anti-discriminatory practice. Children learn about different cultures and enjoy celebrating different festivals. For example, dressing up, trying a selection of foods and reading a variety of books from around the world.

Children have a good understanding of healthy practices. Contamination and infection are minimised because extremely effective procedures are in place. Children are taught about the importance of personal hygiene. They have access to liquid soap and individual paper towels. All children have extremely healthy and nutritious meals and snacks. Some parents choose to provide their own meals for their children. The childminder works very closely with the parents by creating meals that meet the children's dietary requirements. The children have a choice of fruit and help the childminder prepare snacks. Fresh drinking water, juice or milk is available throughout the day. Children enjoy physical activity daily, such as running around in the park and playing ball games. Children are developing a good understanding about the benefits of exercise on their bodies.

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	1
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	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
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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