

Inspection report for early years provision

Unique reference number	EY341551
Inspection date	25/06/2012
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2006. She lives with her husband, and four children aged 13, 11, eight and two, and one adult relative in Little Heath, in the London Borough of Redbridge. She lives close to shops, parks and public transport links. The whole ground floor of the house is used for childminding purposes and there is an enclosed garden for outside play. The childminder is registered to care for five children under eight years at any one time, no more than two of these may be in the early years age range. Additionally she may offer overnight care to a maximum of two children aged from birth to under eight years. She is currently minding two children in the early years age group. The childminder is registered on the Early Years Register and both 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.

Children's needs are well met overall and they make good progress towards the Early Learning Goals of the Early Years Foundation Stage. Children are safeguarded and the childminder supports their individual needs well in most areas. They learn from a good range of play experiences, although there are missed opportunities to extend the more able in role play activities. Robust relationships with parents help children settle in well. Effective continuous improvement and self-evaluation supports better childcare practice.

What steps need to be taken to improve provision further?

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

- provide story boards and props and extend the role play area to challenge more able children in their learning.

The effectiveness of leadership and management of the early years provision

The childminder is suitable to work with children and demonstrates a high level of commitment to promoting their safety. She knows what procedures to follow if concerns are raised and has a well written procedure to share with parents. Risk assessments are detailed and followed each day indoors, outside and when on trips. This helps minimise any possible hazards or harm to children. All relevant documentation helps maintain children's safety and well-being and is available at all times. Resources are good, fit for purpose and used to support children's

learning and development. Children self-select resources daily and toys are arranged to meet their interest and encourage participation. Children enjoy play outside. There are currently no children on roll who attend other settings or need support from other agencies. However, the childminder is aware of the need to work in partnership with any other settings if the need arises.

The childminder actively promotes diversity; she knows and understands each child's background and culture. Toys reflect differences and help children understand the wider world. Children learn about and celebrate various festivals including their own. The childminder has a highly positive relationship with parents and carers and discussions about children's progress and achievements are regularly shared to ensure continuity. Robust self-evaluation helps the childminder to identify any strengths and weaknesses and plan activities accordingly. Strong continuous improvement means that the childminder completes various training courses to improve her skills and knowledge in childcare practice.

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

Children are secure and develop a sense of belonging to the setting. They learn about safety as they discuss road safety and stranger danger with the childminder. Older children act as good role models for the younger ones in the way they play safely together. Good quality interaction with the childminder helps children to understand rules and to move freely between the house and the garden.

Children show a good awareness about what constitutes a healthy lifestyle. They wash their hands before and after eating and understand hygiene routines when using the toilet. Children enjoy learning about healthy foods such as the strawberries they grow and pick from the garden. They enjoy and benefit from large physical play in the garden where they run, jump and hop and use climbing apparatus in the local park. They walk a lot and move with control and coordination using wheeled toys. Children create with paint, water and junk modelling, they mould with play dough. Children take part in role play activities and enjoy dressing up in various costumes.

Children are confident, showing good levels of self-esteem and strong relationships within the setting; with both adults and their peers. They share and take turns and help to tidy away during daily routines. Children develop skills for the future as they play with a good range of different programmable toys and small computers. They are confident in handling these toys and understand how they work. The childminder has a good knowledge of how children learn and provides an effective range of learning experiences. Observations and assessments show children's progress and development since starting but there are some missed opportunities to extend this, for example through role play and props

Children show confidence and an eagerness to learn. They enjoy listening to stories and help themselves to the varied books available. They understand print carries meaning and begin early writing skills by using pencils to attempt writing. Children learn early mathematics during cooking activities, making shapes with dough for their 'Chapattis', for example. They measure the flour and water and use mathematical language such as 'heavy and light'. Children enjoy planting and growing in the garden, excitedly picking strawberries they have grown. They build and construct with small bricks and complete puzzles with success. They benefit from trips to the local community and can observe the horses in the field behind the childminder's garden.

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	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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