

Inspection report for early years provision

Unique reference number	EY342550
Inspection date	08/02/2012
Inspector	Caroline Preston

Type of setting	Childminder
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T: 0300 123 1231
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E: enquiries@ofsted.gov.uk
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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 2006. She lives with her husband and children aged 12 and 20 years in Romford in the London borough of Havering, close to shops, parks, schools and transport links. The ground floor of the childminder's house is used for childminding and there is an enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She may care for a maximum of five children under eight years at any one time; no more than three of these may be in the early years age range. She is currently minding one child in the early years age group. The childminder also offers care to older children up to the age of 11 years. She collects children from the local school.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children's needs are met overall and they make satisfactory progress towards the early learning goals of the Early Years Foundation Stage. Children learn from a sufficient range of play experiences. However, they do not always have sufficient opportunities to initiate their own play and systems for carrying out observations and assessments are not fully developed. Children are adequately safeguarded and partnerships with parents are sound. Self-evaluation is developing which supports the satisfactory continuous improvement of practice.

What steps need to be taken to improve provision further?

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

- build on existing systems for carrying out observations and assessments, for example, by developing records of children's learning and development
- provide more opportunities for children to take part in self-chosen activities

The effectiveness of leadership and management of the early years provision

Children are safeguarded due to the childminder's sound understanding of safeguarding policies and procedures. She is able to identify types and possible signs of abuse and how to make a referral to the appropriate agencies. Risk assessments are carried out within the home, outside and when taking children on trips. This means that any potential hazards to children are identified and

removed, which supports children's safety and well-being. All relevant documentation is in place for the smooth running of the childminding service.

Resources are adequate and help to support children's learning and development. They are safe and age appropriate for children. Toys are available in the large front room, and small children can access them easily. The environment is spacious, clean and bright. Toys encourage small children to walk and to develop their senses.

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 implements suitable plans for improving her service, for example, through evaluating each child's needs. She has recently purchased more resources to meet the needs of younger children. This means that children are offered sufficient toys and play experiences to help them learn. Systems for self-evaluation are developing; for example, the childminder evaluates her practice daily. She has planned to introduce new children to a range of childminding groups, thereby providing them with a range of opportunities to meet other children in the local area.

Equality and diversity are promoted adequately because the childminder is knowledgeable about each child's background. Some play resources reflect diversity and help children to have positive attitudes towards others. Sound relationships with parents help young children to feel secure and settle. Daily communication between the childminder and parents means children's needs are met appropriately. Daily dairies show what young children have eaten, how long they have slept and what play they have been involved in.

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

The childminder has a sound understanding of how children learn and develop, and she is able to identify each child's starting points. However, play experiences tend to be adult-led and children do not always have sufficient time to take part in self-chosen activities. Basic systems to observe children's progress and plan for their future learning are in place. However, they are still in their infancy and remain an area for further development.

Small children begin to explore the environment with interest. They crawl around the front room, observing toys and furniture. They feel safe and secure and interact well with the childminder, smiling and playing 'roll the ball'. Children begin to learn sound communication skills by saying words and pointing to what they want.

Young children develop skills for the future as they learn to press various buttons on programmable toys. They begin to understand that by pressing the different

buttons, the light comes on and they can hear different animal noises. They also enjoy listening to programmable toys which sing and talk. They respond to simple requests of 'walk over to me' and 'can you find the ball'? Children are able to say words such as 'doggie', 'cow' and 'cat' as they take out the animals from a bag. They enjoy counting games during the school run; for example, they count a number of different objects such as cars, houses and buses.

Children begin to investigate more as they become more mobile, reaching out and touching small computers and poking them to investigate what they are. They show an interest in pulling the string on the small, noisy play train. Young children make strong purposeful movements as they crawl very quickly across the carpet. They begin to move to the music from the programmable toys.

Healthy lifestyles are encouraged by supporting young children to begin walking, using praise and a baby walker. Children are offered healthy snacks and meals throughout the day and their hygiene and dietary needs are met. Young children are developing a sense of how to stay safe; for example, they are given gentle reminders when crawling under small tables. They are reminded not to grab and pull down CDs on the shelf in the front room. They are learning to listen to instructions and reasons why they should not touch some furniture. Young children are beginning to understand boundaries of behaviour appropriate for their age. They learn to take turns when rolling a small ball and playing with toys.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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: Met

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