

Inspection report for early years provision

Unique reference number	132667
Inspection date	06/02/2009
Inspector	Rufia Uddin
Type of setting	Childminder

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the childminding

The childminder has been registered since 1992. She lives on her own in Forest Gate, in a downstairs flat in the London borough of Newham. There are local shops, transport, libraries, park and a pre-school within walking distance. There is a designated playroom and all areas of the property are used for childminding except the main bedroom. There is a fully enclosed garden available for outside play. The childminder is registered to care for a maximum of four children at any time and is currently caring for one child under five and two children under eight. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder takes children to the local toddler group on a regular basis. She is a member of the National Childminding Association and has two dogs.

Overall effectiveness of the early years provision

The overall effectiveness of the early years provision is good. Children are well cared for and make good progress across the areas of learning and development, which is clearly documented and illustrated in their individual 'Learning Journey' books. Effective implementation of policies, documentation and close working relationships with parents enables gaps in the children's development to be identified at an early stage. Consequently, appropriate support is provided to each child enabling them to make good individual progress. Ongoing self-evaluation by the childminder ensures that new ways of working are regularly explored and developed to continually improve the provision to suit the needs of individual children.

What steps need to be taken to improve provision further?

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

- introduce further opportunities for parents to be informed about their child's next steps for development encouraging them to play a more active role in their child's learning at home
- develop further opportunities for children to develop skills in information technology.

The leadership and management of the early years provision

Children benefit because the childminder is well organised and makes good use of time, space and resources, both within her home and in the local community. She plans her day well around children's routines and the individual children in her care, and ensures she spends quality time with each of them. An inclusive and welcoming service is provided for all children. Effective partnerships with parents ensure that the childminder has a good awareness of each child's background and she is mindful of this when planning activities and routines. Clear communication

ensures that information regarding children's health, their safety and their progress is routinely shared with parents and, where appropriate, other professionals. This ensures children receive the support they need. The environment is stimulating and child-orientated. Resources are freely accessible to children which positively promotes their independence. The childminder has attended briefing training on the Early Years Foundation Stage; she has successfully used available documentation and her own good knowledge of child development to deliver the framework effectively, showing a real commitment to meeting the children's learning and welfare needs.

The childminder is confident in her ability to recognise any possible child protection concerns and how to follow these through to safeguard children in her care. The home is clean and well maintained and effective steps are taken to promote the children's good health. A comprehensive range of written policies are shared with parents, helping to build good working partnerships. The childminder records risk assessments of the home and included in her written documentation potential risks when taking the children out and how these are addressed. Resources are readily accessible to the children, and daily routines consider the children's own individual needs as well as providing opportunities for them to benefit from attending groups in the local community. The childminder has experience of caring for a child with learning difficulties and/or disabilities and uses this knowledge to monitor children's development and assess the environment. She is comfortable with seeking advice and guidance and with working in partnership with other agencies to ensure all children are able to reach their full potential.

Effective settling in procedures enable parents to share what they know about their child and provide the childminder with a good insight into their home and family life. Parents receive verbal feedback about their child's day and are provided with a copy of all the childminder's policies and procedures. The childminder has made improvements since the last inspection, she obtains written permission from parents for seeking emergency medical advice or treatment to ensure children receive an appropriate response in an emergency situation. The childminder has also devised methods to inform parents about their child's day through 'Learning Journey' folders and by informally sharing information. However, continuity of learning for children could be further developed by making parents aware of their child's next steps to enable them to more effectively support their learning at home.

The quality and standards of the early years provision

Children are confident and relaxed in the childminder's care. They play well together and show kindness and consideration to each other. They are very good at sharing and taking turns, learning good social skills for the future. Children make good progress in their learning as the childminder supports them well and is knowledgeable about the Early Years Foundation Stage. She keeps records of their activities and development using text and photographs to document steps, and evaluates this against the areas of learning. She has considered each child's starting point and abilities and which activities are suitable to challenge them. She skilfully recognises each child as an individual and purposefully plans and adapts

activities to meet their specific needs.

Children are able to play in a safe, secure environment where the childminder has put into practice many safety ideas to practise with the children including an effective evacuation procedure. Good systems are in place to support the childminder in the children's safety such as a visitors' book. Children take part in many activities and outings outside of the setting and can do so safely as the childminder risk assess places she takes the children. Children are taught about keeping themselves safe as the childminder points out and explains potential hazards. Children develop good independence skills due to the layout of the house and the well laid out dedicated play room which allows them to select their own games, activities and resources. There is a good range of resources, the childminder has herself identified the addition of more resources to develop children's information technology skills as an area for further development. Children learn about the wider world and the diversity in their community through the variety of play equipment within the setting, and activities and discussion with the childminder. Extended family cultures are beginning to be explored following discussions with parents. Children learn about good hygiene practices as they love to squirt the antibacterial gel on their hands as well as washing hands in the kitchen sink.

The childminder has a good range of written policies and procedures that are available to the parents, showing how she works to meet the needs of the children. All required documentation is in place.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.