

Inspection report for early years provision

Unique reference number	504405
Inspection date	31/10/2011
Inspector	Natasha Parsons
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 and four children in Barking in the London borough of Barking and Dagenham. The ground floor of the property is used for childminding and there is a fully enclosed garden available for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered for four children under eight years, of whom three may be in the early years age group. The family has a dog. The childminder occasionally attends a local childminding support group. She supports children who are learning English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are welcomed and included and they are happy and secure within the childminder's home. They make generally good progress in their learning and development. Effective partnership with parents contributes to children's well-being. Reflective self-evaluation leads to improvements in outcomes for children.

What steps need to be taken to improve provision further?

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

- support children to learn with enjoyment and challenge, with particular regard to reviewing the use of television viewing
- develop a more systematic and routine approach to using observations and assessment to plan the next steps in a child's developmental progress.

The effectiveness of leadership and management of the early years provision

The childminder has effective systems in place to help to ensure children are safeguarded. She is knowledgeable about child protection issues and would take prompt action if worried about a child. She makes accurate risk assessments of the premises and outings to make sure that children can play safely. She supervises children effectively and interacts with them well. This helps to promote their care and learning needs.

The childminder provides a good balance of equipment which is suitable for the age range of children attending. She makes sure that toys and resources are easily accessible and show no gender bias. The way in which she has organised the learning environment and layout of her home supports children's independent

learning. Children have lots of opportunities to initiate play and spend time interacting with the childminder.

The childminder has effective systems in place to identify her strengths and areas for further development. She also seeks the views of parents through questionnaires. She has met all the recommendations set at her last inspection which shows her good capacity for improvement. She establishes good partnerships with parents and places great importance on the daily sharing of information with them. She keeps them informed about their child's day and their progress. She provides them with clear information about their child's stage of development. She has developed effective links with the local school to help ensure a shared approach to children's care and learning.

The childminder is knowledgeable about children's backgrounds and values the unique qualities of the children and their families. She provides and uses resources that help children learn to respect diversity, such as dressing up clothes and books. The childminder supports children that are learning English as an additional language by learning key words of their home language. This helps them to communicate and to feel valued.

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

The childminder has developed generally effective observation systems. She records observations and assessments which are linked to the different areas of learning in individual profile books for each child. These do not clearly show how she plans for children's next steps although she can confidently discuss this. As a result it has little impact on children's learning.

A good balance of child-initiated and adult-led learning opportunities supports young children in exploring the environment with interest, for example, they roll and cut dough together. However, the television is on in the background. This has the potential to prevent children from concentrating on activities and to impact on the language development of those who are learning English as an additional language.

Children's speaking and listening skills are developing well and young children have good opportunities to develop their writing and mark making skills. They have easy access to a good range of resources that enable them to explore and investigate freely. For example, they dress up in Halloween costumes and use a range of resources that incorporate technology. They spend time every day in the community, walking to and from school and visiting local parks and resources, such as farms. They develop their knowledge and understanding of the world through activities such as going to feed the geese.

Children enjoy daily opportunities to take part in physical play, both indoors and outside. They learn about healthy lifestyles and nutritious healthy meals help them to develop good eating habits. They learn the importance of personal hygiene

through following good and the day is planned so that they can rest as part of a healthy lifestyle. They find out about how to keep themselves safe as they learn road safety procedures, such as only crossing the road when the green man is showing. The childminder explains that they should not climb on the furniture in case they fall and is quick to prevent a child from climbing on a chair.

Children are confident and enjoy their relationships with the childminder and with one another. They all take part in packing away equipment and the childminder reminds them of the importance of sharing and taking turns. She praises them for their efforts and uses positive language to encourage them to behave well. She sets clear boundaries so that children know what behaviour is expected.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

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
---	-----

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