

Inspection report for early years provision

Unique reference number	EY136972
Inspection date	20/04/2012
Inspector	Lynn Wordsworth
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 2012

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 2003. She lives with her husband, two daughters and son in Limehouse, in the London Borough of Tower Hamlets. They live within easy walking distance of shops, parks, nurseries and schools. The whole of the ground floor of the home and bathroom on the first floor is used for childminding.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom three may be in the early years age range. There are currently three children on roll, all within the early years age group. They attend at different times of the week. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She walks to local nurseries and schools to take and collect children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a warm, welcoming home for all children. They enjoy a good variety of interesting and inclusive activities. Children are making good progress in their learning. The childminder works closely with parents, keeping them informed about their children's progress. However, she has yet to establish fully effective relationships with other providers. The childminder demonstrates a strong commitment to the continuous improvement of outcomes for all children.

What steps need to be taken to improve provision further?

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

- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning and development.
- establish a two-way flow of information with other early years providers, to ensure a collaborative approach to children's learning and development is fully achieved in all aspects.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the requirements of the Early Years Foundation Stage. She has a clear understanding of child protection procedures to protect and keep children safe. All persons living in the home are successfully vetted to ensure they are suitable to be with children. The childminder has risk

assessed her home so that all potential hazards are reduced in all areas children play. A record for all outings is also included. The childminder requests parental consent to seek emergency medical advice and treatment. This helps in the event of emergency care. The childminder has a good knowledge and understanding of health information, for example, illnesses and allergies.

The childminder provides a welcoming play area and children can access good quality toys and resources. These are pleasantly displayed in a warm, caring home and positive images of diversity are also included. The childminder promotes equality and diversity effectively. She gathers all information from parents about the individual needs of children. This includes details about children's health, diet and daily routines. She has keywords in the children's first language to help them settle and make progress. The childminder takes positive action to make families feel welcome at the home.

The childminder has effective understanding of self-evaluation and uses parents and children in her evaluation. She is fully aware of her strengths and areas that require improvement. In addition, the recommendations from the previous report have been met. The childminder is very keen to develop her practice to improve outcomes for children. She has plans to purchase additional equipment relating to technology and make trips to the seaside. This demonstrates she has the capacity to improve continually.

The childminder has satisfactory partnerships with other providers delivering the Early Years Foundation Stage. She ensures letters and information about children's welfare are passed onto parents. She generally informs other providers about the developments in the children's literacy. However, they are not fully informed about all aspects of the children's learning whilst in her care.

The childminder has established good working relationships with parents. They are provided with a range of information, for example, policies and information about health matters. She informs them about their children's learning and development through daily discussions and showing their learning journey. However, parents are not fully involved in the observation, assessment and planning cycle to know their children's future targets.

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

Children arrive happily at the childminder's home, confidently say goodbye to their parent and quickly settle down to play. Children experience a variety of play activities, suitable for their age and stage of development. The childminder has a clear understanding of children's learning and development and uses purposeful observations, together with comments from parents to inform her future planning. This demonstrates that children's learning is progressing.

Children confidently organise their own play activities, for example, fixing train tracks so trains can travel in different ways, and building houses with blocks and

recognising shapes. They are developing well in their literacy skills, for example, speaking and listening skills; becoming more fluent in the English language. They enjoy selecting pens and draw many designs on the whiteboard and the childminder supports this with discussion to reinforce language. Children have a wide range of opportunities to develop their physical skills. For example, at the local park they run energetically in open spaces and challenge their skills on the recreational equipment. Children develop in their problem solving and numeric skills, piecing together a range of puzzles and counting in sequence. Children also count whilst adding ingredients, when baking biscuits and cakes. This also helps develop their investigation skills as they see the change in the texture of materials. Children have a wide range of opportunities to be creative, for example, they arrange their favourite coloured paints and make prints with their feet. Children learn about other cultures through a range of festivals, for example, celebrating Eid and eating cultural dishes. Children are inquisitive and ask the childminder why people with disabilities need additional support to help them travel. This helps them to learn about the diverse society in which they live. The childminder discusses how the children are developing relationships with each other and learning to share activities and be kind to each other. Children are developing in their use of information, communication and technology as they work through applications on digital equipment. This supports them in their skills for the future.

Children are learning about their own safety through a good measure of safety examples within the home and out in the community. For example, regularly walking through the fire evacuation plan and holding hands when walking outside. They have a close bond with the childminder. This shows that they feel safe and enables them to explore the resources in the home. Children are adapting to a healthy lifestyle. For example, they receive home cooked nutritious snacks and meals. The childminder talks to the children about the importance of healthy eating during snack-time. They also chose healthy foods when they help to buy the fresh fruits and vegetables at the local markets. Children are developing good independence skills as they hang their coat up when they arrive and are in a regular hand washing routine.

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
--	---

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
--	-----