

Inspection report for early years provision

Unique reference number	EY231113
Inspection date	20/04/2011
Inspector	Rufia Uddin
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).

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 was registered in 2002. She lives with her husband and two children aged nine and two. They live in a house in Barking in the London borough of Barking and Dagenham. The whole of the ground floor of the childminder's house is used for childminding. There is a fully enclosed garden for outdoor play.

The childminder is registered to care for a maximum of five children at any one time and is currently caring for one child in the early years age range. She also offers care to children aged under eight years. The childminder walks to local schools to take and collect children. She attends the local toddler groups and visits children centres, libraries and parks. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The enthusiastic childminder works with a good understanding of children's individual needs and characteristics which means that their learning and welfare needs are met effectively. Children settle quickly and enjoy playing in a well organised child-friendly setting as they access interesting play opportunities. Effective partnerships with parents support children's learning and development. A reflective approach to her work gives the childminder an accurate understanding of what she does well and what she may want to develop. This ensures that the provision improves and outcomes for children are enhanced.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop policies to specifically cover what to do in the event of an allegation being made against a member of the family.

The effectiveness of leadership and management of the early years provision

Children are safeguarded effectively. The childminder has a very good understanding of her role in safeguarding children. Children's safety is given high priority and comprehensive risk assessments are in place. The childminder has used these to ensure that potential hazards are minimised. Route plans and separate risk assessments for the destinations she takes children to help to ensure that children remain safe at all times. Children are made aware of the emergency

evacuation procedures and have regular opportunities to practice leaving the premises. As a consequence, children are learning about how to keep themselves safe. Written procedures on safeguarding children are in place, including what to do in the case of an allegation being made against the childminder. Although these do not yet specifically cover an allegation being made against a member of her family, the childminder has an understanding of what to do. Attendance registers ensure there is an accurate record of children's time in the childminder's home. Children's health is promoted in an emergency situation because detailed written information is obtained from parents about children's medical needs and parental consent is sought for children to receive emergency medical treatment. The childminder has an up-to-date knowledge of first aid and keeps an appropriately stocked first aid box, which further promotes children's well-being. Precautions have been put in place to prevent children accessing unsupervised areas. Children are taught to keep themselves safe whilst away from the premises through careful explanations from the childminder. Children's safety is promoted as fire safety arrangements are suitable. Smoke alarms are at each level of the house and a fire blanket is in the kitchen. The childminder is clear about the procedures to follow should she have any concerns about children in her care. Clear accident and medication records are kept and shared with parents. The childminder makes sure that children are safety secured in car seats when going out in the car.

The childminder is committed to an inclusive practice. The childminder is aware of the backgrounds of the children who attend and has knowledge about how to include children with special educational needs and/or disabilities, or any who have English as an additional language, and how to adapt activities should this be required. Children are provided with a good range of resources to foster good awareness of diversity in society, for example, they celebrate festivals and have a welcome poster with different languages on the wall. Positive images of different people in society are represented in children's play equipment.

The childminder is committed to working closely with the parents to ensure that the care she provides meets the children's needs and that consistency is maintained between the home and her service. Regular information is shared with parents as children are dropped off and collected. Parents are kept informed of their child's achievements and progress through discussion and daily diaries. The childminder makes written policies and procedures available to parents; this helps to ensure the efficient and safe management of the service. Parents are invited to contribute what they know about their child's needs and interests when their child first starts to attend. This identifies starting points and helps to focus on children's individual needs. Parents provide information about their child's care needs, including their specific dietary requirements, which the childminder caters for. Folders of children's work are available for parents to see. The childminder has good relationships with parents, is open and supportive, and respects confidentiality.

The childminder works closely with other provisions to help ensure smooth transitions and provide continuity in care and learning. She gives a transition report to parents to give to their child's new teacher when they start school, to give the teacher an overview of the child's stage of learning and development, and of any areas of support that are needed.

The childminder is committed to providing a good service, she has addressed the recommendations from her last inspection which demonstrates a commitment to improvement. The childminder also carefully monitors what she does and takes steps to improve the service she provides. The childminder has a very positive attitude to developing her practice. The childminder makes sure that she reads appropriate publications and accesses information online to develop her knowledge. The childminder also regularly liaises with other childminders and attends training to build on her good knowledge of the Early Years Foundation Stage framework.

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

Children make rapid progress in their learning and development due to the effective organisation and knowledge of childminder. Their starting points are assessed and discussed with parents when they first start. Observations are recorded in a development file which builds a clear picture of how children make progress towards the early learning goals. The home is well organised, bright, clean and welcoming. Children have a comfortable environment and a good selection of play resources and experiences that promote a well balanced curriculum of learning. The childminder spends her time purposefully involved with the children in play or appropriately supervising.

Children benefit from the childminder's thorough knowledge of the learning, development and welfare requirements of the Early Years Foundation Stage. Children are able to choose from a wide range of toys and equipment, which encourages them to become independent learners. Activities using puzzles, books, and construction and role play equipment, promote their development and sense of enjoyment. Children enjoy playing in the garden, going on walks and regular visits to the park. The childminder regularly rotates toys and equipment to provide interest and variety, and extend children's learning. Children socialise with other children through regular attendance at local toddler groups, children centres, the library and a variety of community groups. This contributes to their confidence and social skills. Children confidentially help themselves to the play resources on offer. Children concentrate well at activities that interest them. Children's physical development is well planned for and children become more confident as they develop their coordination. The childminder plans a good range of indoor and outdoor activities each day, to enable children to enjoy being active and further develop their physical skills. They visit the park and use the resources available in the garden. The creativity of children is promoted as they engage in a range of activities such as drawing, painting, and playing with dough. Children are encouraged learn to count and recognise colours through their play. Children are valued and respected as individuals, are confident in the childminder's care, and have good opportunities to learn about themselves and the wider world. They have access to a suitable range of play resources designed to promote their understanding of diversity and the wider world including dolls, puzzles, music and books. Children also explore their local community as they go for walks and visit the park.

Behaviour is managed well. Children are encouraged to help tidy away toys, to promote their sense of responsibility and provide clear space for them to play. Children benefit from the caring attitudes of the childminder and she provides them with individual attention. Children relish their time with the childminder, she smiles at them, plays and laughs with them and offers timely praise to raise their self-esteem and ensure they are aware that their presence is valued. Children's communication and language is developed as the childminder continually converses with them and encourages them to express themselves.

Children's health is promoted. Food provided by parents is stored and prepared appropriately. The childminder has a secure understanding of the nutritional needs of children and provides healthy balanced meals for children. Children had a healthy lunch which parents had provided. Information is obtained about dietary requirements, which helps to ensure that they are fully respected. The childminder makes sure that drinking cups and bottles are out within easy reach so children have access to drinks when needed. The children's health is also promoted by the childminder's good understanding of health and hygiene policies and procedures. The childminder has attended relevant paediatric first aid training to ensure her knowledge of first aid procedures is up-to-date so she can deal with accidents appropriately. Areas where children play, sleep and eat are cleansed regularly. The medication is stored safely out of children's reach. The childminder's daily routines help children understand the need for good personal hygiene. The physical needs of babies are met well, for example routines around feeding, changing and sleeping are consistent with those at home. The childminder implements effective procedures when changing nappies, for example disposable gloves and an apron are worn for every nappy change. Suitable arrangements are also in place to allow children to sleep or rest comfortably when they are tired or need it.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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