

Inspection report for early years provision

Unique reference number	EY259199
Inspection date	01/06/2011
Inspector	Caroline Preston
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.

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 registered in 2004. She lives with her two daughters aged 24 and 14 years in, Dagenham, in the London borough of Barking and Dagenham. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder has a pet dog. The childminder is registered to care for a maximum of four 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 two children in the early years age range. She also offers care to older children up to the age of 11 years. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's needs are met overall and they make good progress towards the early learning goals of the Early Years Foundation Stage. Children take part in and learn from a wide and stimulating range of play experiences which support children's development overall. Children are safeguarded as procedures are robust. Self-evaluation supports better practice as steps are taken to improve any areas of weakness, therefore children progress in their learning. Partnerships with parents and outside agencies help to support children's individual needs.

What steps need to be taken to improve provision further?

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

- ask parents for their views on the care and education you provide.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, as up-to-date training and clear understanding of what steps to take if concerns are identified are in place. This supports the welfare of children. Effective risk assessments are carried out regularly which identify any potential dangers to children, this means that children's safety is promoted consistently.

High expectations of care and education offered to children aids in embedding ambition and driving improvement. Further training has supported better practice for example, training in diversity. Children are now offered a better selection of play resources that helps them to understand the differences people may have. Resources are good and support children's learning and development. For

example they are offered a wide and stimulating range of toys that help them develop in all areas. The garden offers children an attractive and purposeful play space. They have access to sand, water and growing resources. Toys are accessible and interesting, posters around the home also help children to learn and become motivated.

The childminder has an accurate understanding of each child's needs and awareness of their backgrounds. She is able to provide care and education that is specific to them, therefore promoting equality and diversity. Partnerships are well established which makes a strong contribution to children's well-being. Close work with outside agencies help to identify any needs and therefore take action to meet them.

Highly effective relationships with parents help to build strong links and trust. They are offered opportunities to communicate daily and discuss any concerns they have, as well as discuss their child's progress. However their views and opinions about the service has not yet been sought. Self-evaluation helps to identify any areas in practice that can be improved. For example, the garden area has been developed to provide equal learning experiences to indoor play. This means that children can learn and develop both indoors and outside and make more choices.

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

Children make good progress in their learning and development and towards the early learning goals. Effective knowledge of each child's needs and how to support them helps them to develop. This is done through planning, careful observations and assessment to progress to their next steps. Young babies and children have positive attitudes toward each other, they enjoy working alongside each other during floor activities with small world people. They smile at each other showing warmth and affection and recognize each other. Their behaviour is good and they understand right from wrong, which helps them to feel secure.

Children are beginning to learn how to communicate, babies use facial expressions and babble. They enjoy listening to stories and mark making with sand and paint, as well discovering shapes and sounds in the treasure basket. Children learn to problem solve as they play, such as during games and putting together puzzles. They learn about number as they count during activities and everyday routines, such as walking up steps.

Children show curiosity as they begin to learn to plant and grow in the garden, they learn to handle soil and water flowers and plants. They enjoy trips into the local community such as, parks and take long walks to school. Children become skilful when taking part in physical activities, they coordinate bikes and climb large apparatus. They become creative when painting, drawing, sticking and taking part in role play.

Young children are secure and develop a sense of belonging, they learn about road

safety, all of which helps them to stay safe. They are beginning to learn about healthy lifestyles as they enjoy nutritious foods and enjoy exercise in the garden and park. They follow good hygiene routines, all of which helps them to be healthy. Children are happy and settled and show they are motivated to play and learn, they self-select resources around the room and in the garden, demonstrating high self-esteem. They enjoy play with toys that reflect the diverse community they are from, which supports positive attitudes and understanding of others. Young babies and children communicate well, according to their stage of development, this is encouraged to support their confidence.

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
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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

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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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