

Inspection report for early years provision

Unique reference number	EY279340
Inspection date	18/03/2011
Inspector	S Campbell
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 2004. She lives with her adult son in a residential area in the Isle of Dogs, in the London borough of Tower Hamlets. The first floor of the childminder's maisonette and ground floor bathroom is used for childminding. There is a fully enclosed front garden for outside play. The childminder is registered on the Early Years Register and both parts of the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for a maximum of six children under eight years at any one time. The childminder currently has one child on roll in the early years age range. The childminder also cares for older children. She is a member of the National Childminding Association (NCMA) and holds a level 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a warm and caring environment. She has a fundamental knowledge of the early learning goals and as a result children make sound progress in their development. The childminder knows children well and appropriate information is gathered to ensure their welfare needs are met. The childminder has developed good relationships with parents and keeps them up-to-date with their children's progress. Systems to ensure continued improvement are in their infancy, as is the use of observations to plan for children's next steps.

What steps need to be taken to improve provision further?

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

- enhance procedures to ensure observations reflect the six areas of learning to effectively track children's progress
- improve knowledge and understanding of the Early Years Foundation Stage framework to effectively support children's learning and development
- develop the self-evaluation process to help identify ways to improve outcomes for children

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection issues and procedures which promotes children's welfare. She has implemented some policies and procedures and these are shared with parents. Required documentation is in place and appropriately maintained to support children's welfare. Children are

cared for in an environment that has good safety measures in place. Their safety is promoted because the childminder undertakes detailed risk assessments for outings, and all play areas in the home, including fire detection equipment.

Children have access to a sufficient range of toys providing suitable challenge and stimulation. They are able to make informed decisions about their play because resources are readily accessible. The children have access to a wide range of resources that promote positive images of diversity, enabling them to develop an understanding of similarities, differences and the wider community. The childminder sings traditional Caribbean nursery rhymes to children allowing children to have a sense of belonging.

The childminder has taken some steps to ensure continued improvement. She has attended courses which further promotes children's welfare and learning. For example, she now holds a level 3 childcare qualification and has attended training in health and safety and safeguarding. The Ofsted self-evaluation form is used to assess her provision. However, processes for self-evaluation have yet to be fully developed to enable the childminder to effectively identify areas for improvement to further promote the outcomes for children.

There are currently no children who attend other early years provision, so systems to share information to provide a consistent approach to their learning is yet to be established. The childminder has developed good relationships with parents. She shares both verbal and written information about children's general well-being, care and development by using daily diaries and discussions. The childminder effectively works in partnership with parents in moving children on in their next stage of development, for example weaning. The childminder respects parents' wishes about how they would like their children to be cared for and their views about the early years provision is sought through discussions, comment books and letters, for example.

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

The children are happy and content in their environment demonstrating trusting relationships are built. Babies happily babble throughout the day and the childminder continually talks to children to promote their language development. To promote children's language the childminder spends time singing nursery rhymes. Children enjoy action songs participating happily and clapping their hands. Children are beginning to show an interest in books and with the childminder's support, babies are beginning to say single words, for example 'daddy' and 'bye'. To further promote children's enjoyment of books and stories, the childminder uses hands puppets to capture their interest. The children are beginning to make marks to develop their early writing skills.

The childminder has some understanding of the Early Years Foundation Stage and as a result children are steadily making progress in their learning and development. Although the childminder has begun to carry out observations,

procedures have yet to be fully developed to ensure they reflect the six areas of learning to enable her to effectively track children's learning journey. Some planning takes place to support children's learning and development. Children regularly attend community group with the childminder, enabling them to socialise and interact with others. The children are able to make informed decisions about their play because toys are easily accessible. They are interested in the resources on offer and they provide sufficient challenge and stimulation.

The childminder ensures emerging walkers have sufficient space to play and explore. They enjoy playing in the ball-pool and dance to musical toys. The children's health is promoted well because they regularly go out on routine outings to the park and shopping trips within the local community. They are able to feed the ducks which promotes their interest in living things. Children show an interest in a range of toys that incorporate early technology, for example, an activity centre. They enjoy pressing buttons repeatedly to see the balls swirl in an enclosed bubble.

The children are cared for in a safe environment. They learn about their own safety through good reinforcement. For example, they are beginning to understand about road safety and how to stop, look and listen on local outings. They learn about the importance of using the zebra crossing. Regular fire drills are undertaken to enable children from a young age to become familiar with emergency evacuation procedures. Children are cared for in a clean and well maintained setting where appropriate procedures are followed to minimise the spread of cross infection, for example ensuring children's hands are clean at appropriate times. The children are consistently praised and the childminder demonstrates a sound understanding of managing children's behaviour to develop their understanding of right and wrong.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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
--	-----