

Inspection report for early years provision

Unique reference number	EY304186
Inspection date	14/05/2009
Inspector	Caroline Preston
Type of setting	Childminder

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.

Description of the childminding

The childminder was registered in 2005. She lives with her husband and three children aged 12, nine and six years in Barking in the London borough of Barking and Dagenham, close to shops, parks, schools and public transport links. The whole of the childminder's house is used for childminding. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. She is currently minding two children in this age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Sound knowledge of each child's needs promote areas of welfare and some areas of learning. Children are safe and secure both indoors and outdoors, and enjoy visiting local groups and parks. The partnership with parents supports the daily needs of children, as well as sound relationships. However, information sharing in relation to children's progress along the early learning goals has not been established. Some areas of self-evaluation have been addressed, for example, providing new play resources when needed, however this lacks evaluation of all strengths and weaknesses of the service offered.

What steps need to be taken to improve provision further?

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

- improve the arrangements for observations and assessments so that these can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs
- establish systems to monitor and evaluate the quality of inclusive practice
- inform parents of their child's progress along the early learning goals
- further improve systems to improve practice through self-evaluation

The leadership and management of the early years provision

Children have some learning opportunities to learn about others in society through access to play resources and celebration of some festivals. However, missed opportunities to learn about each other and the differences of those in society, through activities in everyday practice, hinder their understanding. Partnership with parents is effective in that each child's individual care needs are met but links to other providers, to promote the integration of care and education, have not been established as well. Satisfactory regard to safety ensures children's welfare and safety is promoted at all times and a sound understanding of safeguarding issues supports the welfare needs of children.

Children have access to a varied range of play resources that support their enjoyment and developmental areas. Further training in child development helps support an improved childcare practice and understanding of child development, which impacts positively on the children. All required documents are in place to ensure the efficient management of the setting. However, lack of a more detailed self-evaluation process hinders addressing weaknesses in the setting. Children learn about safety through discussions and practices around road safety, for example when crossing the road, holding hands and waiting for the green cross man at the zebra crossing. Children currently bring in their own foods, however, a range of healthy snacks and drinks are offered to support their understanding of healthy lifestyles. Children behave well and understand behaviour rules, which are clearly in place and appropriate for the age and stage of each child. They enjoy each other's company and play well together, are able to make choices and become independent. Children learn problem solving skills as they play examining how a spinning top works with interest and the use of programmable push and pull toys.

The quality and standards of the early years provision

Children have sound opportunities to learn through play and resources that are age and stage appropriate for them. They are offered support through every day interactions and sound use of questioning techniques. Some observations have been carried out on children, however this is not consistent and not used to support assessments and planning around the early learning goals. Children are confident as they arrange magnetic letters on the easel and handle books identifying the different animals inside. Older children have formed good relationships with younger ones and they enjoy each other's company when sitting together eating at lunchtimes. Children handle and choose play resources independently and confidently. Children count the legs on the spider, discuss what they see in books and mark make by arranging the magnetic letters in a row. They make good use of the outside area, climbing over and under, riding in cars and running in the garden. Children are creative as they paint and draw to express and communicate their ideas.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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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