

Inspection report for early years provision

Unique reference number	EY319587
Inspection date	26/01/2011
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 2006. She lives with her parents, an adult brother and an adult sister. They live in a house in a quiet residential area within walking distance of shops and amenities in Manor Park in the London borough of Redbridge. The whole of the ground floor is used for childminding. There is a fully enclosed garden available for outdoor play.

The childminder is registered to care for a maximum of six children under eight years at any one time, three of whom may be in the early years age range. The childminder is currently caring for four children in the early years age range who attend on a part-time basis. The childminder also offers care to children over five. 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 family has a cat.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The childminder has a detailed knowledge and understanding of children's individual needs. Children are very well cared for in a highly stimulating and child-centred environment. The organisation of the educational programmes, which reflect good, varied and imaginative experiences, fully supports children's learning and progress. There are positive partnerships with parents, carers and other professionals, to meet children's welfare and development needs. Policies and procedures for the safe and efficient management of the provision are in place. The welcoming environment is inclusive. The system for evaluating the quality of the provision is highly effective; the childminder has plans for development in the future, and strives to maintain continuous improvement and positive outcomes for children.

What steps need to be taken to improve provision further?

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

- further develop resources and activities to promote physical skills such as climbing.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded through policies and procedures which are effectively implemented. The quality and provision of safe and suitable furniture,

equipment and toys are very good. The childminder has a thorough understanding of how to ensure that children are effectively safeguarded, and consistently implements effective practice. All adults are vetted for suitability. Children are very well supported by the very attentive childminder and play in an environment that is properly risk assessed to ensure that potential hazards are reduced. Risk assessments are thorough and contain details of when they were conducted and reviewed. Safety is also promoted because the childminder regularly practices fire drills with children, and on outings teaches them about road safety and stranger danger. The childminder has a good awareness of the signs and symptoms to look out for, and the correct procedures to follow, if she has a concern about a child. Responsibilities towards safeguarding children are highlighted to parents through the policies and procedures the childminder shares with them. There are clear systems in place that record any items of concern, with written guidance and emergency contact numbers are kept for easy access. All adults are suitably vetted and visitors are never left alone with children. The childminder has put in place necessary precautions to ensure children are kept safe at her home. The front door remains locked whilst children are present. Children's wellbeing in an emergency situation is promoted because the childminder has an up-to-date first aid certificate.

Children feel really safe as they respond to close contact with the childminder and enter the setting confidently, and access the toys and resources freely. They are comfortable with the routines. The childminder ensures that all parents have a good understanding of her work with children as she makes concise and informative written policies and procedures available to all. This helps the safe and efficient management of the provision which is arranged well to meet the needs of children and their parents. Children play freely indoors and are able to explore play areas as well as using outdoor play space and local facilities when on outings. This has a positive impact on children's confidence and overall development. Children play in spacious and attractive accommodation. The childminder ensures that all children are able to use age-appropriate resources that support their learning in all areas. Children are happy to make choices about their play and the childminder facilitates this well as she offers encouragement, support and guidance. This allows even the youngest children to develop important skills and helps them to learn in an interesting way. The provision is inclusive as the childminder treats all children as unique individuals with the capacity to build on what they can already do. In addition, the childminder ensures that all children are able to learn about their diverse world in an age-appropriate way. Children's understanding of diversity is promoted through activities linked to special events and cultural festivals, such as Diwali and Chinese New Year. The childminder also helps to increase children's awareness of the wider world and the society in which they live through discussions, stories and the use of a range of resources. Positive images of different people in society are represented in children's play equipment. Children begin to find out about difference as they share books about all kinds of people and beliefs. Children start to share responsibility for their environment as they help to tidy away toys. Everyone feels welcome and the childminder has a 'family tree' which contains pictures of the children and their families. The childminder has previously cared for a child who was diagnosed with a serious illness, and the childminder ensured other children learned a little about the illness, how to treat their friend and how to deal with changes in him. The childminder demonstrated

an understanding of how to support children who have special educational needs and/or disabilities and those who speak English as an additional language. Partnerships with parents are very well established. An extensive portfolio provides prospective parents with detailed information about all aspects of the childminder's practice. Child details forms are completed by parents when children first start at the setting, these provide the childminder with information about each child's individual welfare and learning needs. The childminder works closely with parents to share information about children's daily routines and progress in the Early Years Foundation Stage (EYFS) through daily diaries, observation records, and photographs. Parents are provided with helpful information about the setting and they 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. Conversations at drop off and collection time are used to share information with parents, and scrap books of older children's work is available for parents to see. Children benefit because the childminder has established links with other providers, such as the local nursery, to promote a collaborative approach to children's learning. The childminder obtains the term's aims the nursery and uses this in her planning to coordinate and reinforce learning. The childminder attends open days and performances at the nursery or school to support the children and parents who may not be able to attend. The childminder works with other professionals, for example she had the Fire Brigade visit and installed several new smoke alarms and provided children with an opportunity to go inside a fire engine.

All required documentation is in place, well maintained and carefully stored to maintain confidentiality. The childminder has a clear vision for the setting and is fully committed to providing high quality childcare, and to continually improving outcomes for children. The childminder has addressed the recommendations from her last inspection. The childminder makes very good use of self-evaluation, and uses information from parent questionnaires and attends regular training courses in order to maintain continuous improvement.

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

Children make very good progress as they play, and access a good range of appropriate learning opportunities. The childminder takes great care to gain information about children so that she fully understands their starting points, interests and personalities. She uses observations to understand the progress that children make and how they interact with activities and other children. The childminder uses detailed written records of achievements to make decisions about children's next steps in learning. This ensures that children do activities that they find interesting and which challenge them to make appropriate progress.

Children are eager to attend and have very good levels of achievement in all areas of learning and development. They thoroughly enjoy their time with the

childminder and have an excellent sense of belonging. They are developing good communication skills, numeracy skills and personal and social skills. Children work together and alone extremely well using their own imagination and initiative. Children are developing positive social skills as they learn to play cooperatively. They are encouraged to share resources and be kind to one another. The childminder allows children time and space to work out issues, and gets involved where this is necessary. Children's communication and language is developing as the childminder continually converses with them and encourages them to express themselves. The childminder ensures that children have a good range of books to enjoy. With younger children the childminder uses a jolly phonics book to encourage sounds. Children have many opportunities to develop their imaginations and be creative, and engage in drawing and painting activities. They enjoy dressing up and role play, singing familiar songs, and musical instruments. The childminder uses activities and routines effectively to encourage children to count and to recognise numbers, shapes, colours, and letters. Children take part in problem solving, matching and sorting activities. They enjoy learning about the natural world through planting activities, and on outings to the woods, park and farms. The childminder helps children to understand and respect difference by providing positive image posters, books and play resources and celebrating various festivals.

Children benefit from access to information and communication technology equipment, for instance, they use a mouse competently and know how to use a digital camera. Children engage in activities such as 'painting' on the computer, and use websites for a variety of learning games. Younger children are also developing skills for the future such as learning to share and take turns, and develop early technology skills as they work out which button to press to make toys work. A phonics song CD helps them learn new sounds. The childminder provides a relaxed and nurturing atmosphere. Children relish their time with the childminder. The childminder played with the children using farm yard animal toys. The childminder smiles at children, laughs with them and offers timely praise to raise their self-esteem, and they are aware that their presence is valued. Overall the childminder plans exceptionally well to provide worthwhile activities that stimulate children's interest in learning and exploration.

Children benefit from many opportunities to participate in physical activities, both in the childminder's home and garden and through the different groups they attend. Children's physical development is promoted as they play using bikes, a trampoline and the swing in the garden. The childminder has identified adding a climbing frame as a possible further improvement. Visits to the local park and children's groups give children further opportunities for more energetic play where they can develop their physical skills through climbing and running pursuits. Children have a very good awareness of personal hygiene. They understand the importance of hand washing before meals and after using the toilet. The childminder is a good role model and children see her wearing gloves and aprons. Children are encouraged to make healthy choices about what they eat and drink and to try new foods. They play a game called 'greedy gorilla', this shows what food is junk and what is healthy. Water and sugar free juice is available for them to help themselves to, and fresh fruit, vegetables and healthy snacks are provided daily. Children also have a balanced diet including meat, fish, and vegetables.

Children are encouraged to brush their teeth after meals. Children have a variety of different meals from different cultures to develop their knowledge of the wider world. Individual dietary requirements are respected and written information is obtained. The childminder has informed parents about the food she provides.

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

The quality of the provision in the Early Years Foundation Stage	1
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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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