

Inspection report for early years provision

Unique reference number	EY330040
Inspection date	28/09/2010
Inspector	Shawleene Campbell

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 two adult sons in a residential area of Dagenham, Essex in the London borough of Barking and Dagenham. The home is within walking distance of local schools, shops, parks and a short drive from two train stations. The whole of the ground floor and the bathroom upstairs are used for childminding. A fully enclosed garden is available for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of these, three may be in the early years age group. The childminder currently has two children in this age range on roll. She is registered on the Early Years Register and both parts of the Childcare and Voluntary 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 satisfactory.

The children are happy and well settled. All children are able to access the toys on offer which means no child is disadvantaged. The organisation of the day allows the childminder to spend individual time with children to support their learning and development. Parents are warmly greeted on the arrival and children leave their parents with ease demonstrating trusting relationships are built. The childminder has begun to use self-evaluation to promote the outcomes for all children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing and the assessment must be reviewed before embarking on each specific outing (Safeguarding and promoting children's welfare) 21/10/2010

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

- further develop planning and observations to ensure all six areas of learning are effectively covered to promote all children's learning and development
- further develop systems to ensure children's developmental record identify their next steps, shared with parents and ensure parents contribute to children's ongoing assessments to support their learning
- further develop knowledge and understanding of the Early Years Foundation

- Stage to effectively support children's learning and development
- further 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

Children's welfare is promoted well because the childminder has a sound understanding of safeguarding issues and procedures. Children's welfare is further promoted because a safeguarding procedure is in place and fully shared with parents. Required documentation is in place, organised and readily available for inspection. This contributes the safe and efficient management of the setting.

Since the last inspection the childminder has attended a number of courses to further develop her knowledge, practice and outcomes for children, such as Fire Safety Awareness, Early Years Foundation Stage Embedded Workshops, Observation, Assessment and Planning and Child Protection. Although risk assessments are carried and the children are cared for in a safe environment procedures have yet to be fully developed for outings to effectively promote children's safety and welfare.

The childminder has attended a self-evaluation workshop and there are processes in place for self-evaluation. However, they have yet to be fully developed to ensure they effectively identify strengths and areas of improvement for the early years provision.

The childminder has developed sound relationships with parents and their views are obtained through discussions. Through some reflective practice the childminder plans to implement formal parental questionnaires to further develop her service. The children do not attend any other setting. However, the childminder is aware of the importance of making links with external agencies to support children's learning and development. The childminder gathers appropriate information about all children's routines, likes and dislikes to ensure she is able to build on what they already know and to promote consistency in their care. All children are encouraged to take part in the activities on offer which promotes an inclusive environment.

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

The children are steadily making progress in their learning and development because the childminder demonstrates some understanding of the Early Years Foundation Stage. The children have developed sound relationships with the childminder and her family. They receive lots of cuddles and kisses throughout the day allowing them to have a sense of belonging. The children take part in a sufficient range of both indoor and outdoor activities to support their learning, such as going out on regular trips to the local park. Additionally, through routine

outings within the local community the children engage in regular physical activities that contribute to a healthy lifestyle.

Throughout the day the childminder continually sings and talks to children to promote their language development. They frequently attend 'play and chat' to further promote their confidence and spoken language. The children play well together and when playing with their peers they exchange laughs, babbles and smiles. The children are well behaved and are able to follow simple instructions, such as picking up toys. The childminder praises children for their efforts and they respond well to any guidance which helps them understand right from wrong.

The childminder has recently began to undertake observations, planning and assessments. However, procedures have yet to be fully developed to ensure the six areas of learning are effectively covered to support children's learning and development. Although, the childminder has a sound understanding of what children can do and their next steps developmental records have yet to be fully developed to ensure children's next steps are clearly documented. The childminder verbally shares information with parents about children's development. However, procedures have yet to be fully developed to ensure all children's developmental records are shared with parents and they are able to contribute to children's ongoing assessments.

The children have access to a sufficient range of resources that reflect positive images enabling them to learn about cultures, beliefs and the wider world. Through practical situations the childminder introduces children to numbers through singing number songs and counting. Their imaginative, senses and creative skills are developing well by playing with the sensory ball pit, having access to an assortment of craft materials and by playing with a varied range of role play resources.

The children are appropriately safeguarded because fire drills are regularly carried out allowing children to think about keeping themselves safe in the event of an emergency evacuation. The children are cared for in a clean and well maintained setting. Through daily routines and the childminder's own practice the children are developing an understanding of appropriate personal hygiene. She uses gloves when changing children, antibacterial hand gel is used and the changing mat is wiped after each use. This minimises the spread of cross infection. Children's good health is further promoted because they receive healthy snacks, such as fruits.

The children are interested in the toys on offer because they are regularly rotated to maintain their interests. The resources on offer are age and developmentally appropriate. The toys are in good repair and children are able to make informed decisions about they play which promotes their independence.

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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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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	3
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

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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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