

Inspection report for early years provision

Unique reference number	EY334897
Inspection date	11/05/2010
Inspector	Lynn Palumbo
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 child in a flat in the London borough of Barking and Dagenham, within easy walking distance of shops, parks, nurseries and schools. Access to the provision is via three flights of stairs and lift facilities are available. The whole of the premises is used for childminding.

The childminder is registered to care for a maximum of three children under eight at any one time. There is currently one child in the early years age group on roll, whom attends different times of the week. 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. She walks to local nurseries and schools to take and collect children

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and nurtured by the childminder who has a good knowledge of their individual needs and requirements. Children's needs are met because they are offered appropriate age and stage resources and activities suitable to their individual stages of development. She has established strong relationships with parents to ensure a collaborative approach for children's individual well-being and learning. The childminder has introduced systems to enable her to reflect upon her practice and identify future areas of development.

What steps need to be taken to improve provision further?

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

- update the record of risk assessment to include any assessments of risks for outings and trips
- establish systems to involve parents as part of the ongoing observation and assessment process to ensure they are fully involved with their child's learning.

The effectiveness of leadership and management of the early years provision

The childminder has a clear knowledge about child protection procedures and knows where to make referrals. She has an up-to-date first aid certificate. This ensures, if the children have any accidents or any concerns arise about the well-being of children, that correct procedures are followed. The childminder has good records of risk assessments in place for her home and garden. However, the record of risk assessment does not include all identified risks for all outings. This

does not ensure all hazards are identified and minimised promptly. All parental permissions are in place for all children in her care, for example, consent for emergency medical advice and treatment. This ensures all children are cared for in an emergency without delay. The childminder shares all her policies and procedures with parents at the outset to ensure they are well informed.

The childminder has designed an effective layout of good quality toys and resources in the provision, to ensure children can access these easily. The childminder demonstrated that she has valuable knowledge and information about the children's backgrounds, health needs and languages. Children are provided with a good range of resources to foster an awareness of diversity in society. This ensures children learn to respect other cultures within society.

The childminder has effective systems of self-evaluation and has identified ways in which to further improve her practice. For example, she would like to conduct observations on a daily basis to ensure children's learning and development is consistently enhanced. In addition, recommendations from the childminder's previous inspection have been met. For example, a range of resources reflecting disability are evident. This feeds into the continuous improvement of her provision.

The childminder has established strong relationships with the parents. Parents are informed about their children's learning and development through daily discussions, samples of their children's work and progress reports. However, the childminder has not established systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning. The childminder is fully aware of other professional organisations involved within the Early Years Foundation Stage. Speech therapists and other specialist workers are welcomed into the home to observe the children, if necessary, and their advice is valued.

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

The childminder has a good understanding of learning and development. The systems to plan for children's individual needs, through observing and assessing children, are established.

Children are happy and settled within the environment and inform the childcare inspector that 'they like coming here'. Children are enthusiastic to explore the resources in the play area and they soon choose a toy or an activity. They quickly become engrossed in their play or creative work. For example, they paint dinosaur pictures and talk animatedly with the childminder, and she extends their speaking and listening skills. For example, children say 'dinosaurs make a big roar', 'lets paint shoes on the dinosaur's feet' and 'he has eaten something crunchy with his teeth'. The children are developing their speaking and listening skills very well, which will benefit them in the future. Children have good opportunities to select a broad range of books and explore the pictures. In addition, children are making good progress with their emergent writing. Children's creativity is developing well. They have great fun using role-play resources such as the doctor's kits and use the

thermometer to test the dolly's temperature. Children manipulate play dough and clay and they always sing along to favourite nursery rhymes with the childminder. Children have good opportunities to develop their problem solving, and numeric skills. They understand the value of one and two, and are learning that numbers are sequential. In addition, they build a variety of structures with bricks, construction sets and align puzzles. Children show an interest with information communication and technology equipment and know how to operate simple laptops and computerised toys. Themes and topics are chosen to develop children's knowledge and understanding of the world around them, including looking at different seasons. The activities chosen to celebrate children's diverse cultural backgrounds are successful. For example, they celebrate Eid and Divali.

Children have good opportunities to learn about a healthy lifestyle. They regularly play football and play on the recreational equipment at the local parks. Children learn about the benefits of fruits and how they contribute to a healthy immune system. They take pride in washing their hands before eating, and a clear explanation as to why it is important to wash their hands is discussed. Children are learning about keeping safe, as they talk about road safety and stranger danger. This equips children with good understanding of how to manage their own safety. Children show that they feel safe in the care of the childminder through their calm, relaxed demeanour, their smiling faces and their willingness to join in with all of the activities and play opportunities provided. The childminder manages children's behaviour calmly and well. They respond positively to praise and to good role modelling.

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

How effectively is the Early Years Foundation Stage led and managed?	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

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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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