

Inspection report for early years provision

Unique reference number	EY343401
Inspection date	06/03/2012
Inspector	Shaheen Belai
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 2012

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 registered in 2008. She lives with her partner and their two children aged under 11 years in Dagenham, within the London Borough of Barking and Dagenham. The whole of the house is used for childminding purposes. There is an outdoor play area for children's use.

The childminder is registered to care for a maximum of five children under eight years of age; of these, two may be in the early years age range, and of these, not more than 1 may be under 1 year at any one time. The childminder currently has one child in the early years age group on roll, attending on a part-time basis. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good developmental progress through the provision of a wide range of play activities and learning experiences. Assessment procedures are established well and contribute children's strong ongoing development. The childminder implements a range of procedures in practice to meet children's welfare needs effectively. She uses effective systems to engage with parents and demonstrates an awareness of working with other agencies should the need arise. The childminder has a good capacity to maintain continual improvement. She provides an inclusive service that reflects children's home languages and cultures well overall.

What steps need to be taken to improve provision further?

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

- develop children's awareness of writing systems other than English to further value their individual backgrounds and stimulate awareness of how signs carry meaning.

The effectiveness of leadership and management of the early years provision

Effective arrangements are in place to safeguard children. The childminder has attended a relevant safeguarding course since the last inspection. She has access to reference materials to assist her and is aware of the procedures to follow in the event of having any concerns about a child in her care. The childminder carries out daily safety checks of the premises as well as for all outings. Consequently, this helps the childminder identify any potential hazards and allows children to explore

the surroundings with minimal risk. The childminder implements a full range of written policies and procedures in practice that contribute to the smooth running of the setting. She shares documentation with parents and includes procedures for making complaints, managing behaviour, child protection and promoting inclusion. The childminder maintains all required documentation and has current training for first aid and food safety. This supports children's health and safety.

The setting is very well organised both indoors and outdoors. Children use the garden in parallel to the indoor area, allowing them to have extended learning experiences in different and stimulating environments. The children have access to plenty of good quality play resources throughout. The organisation of resources at low level promotes a high level of independence as children make choices of their own. The childminder has a good awareness about equality and diversity, promoting inclusion well overall by identifying and valuing the differences in all children. She provides positive experiences to promote children's self-identities as well as to learn about others in the community. For example, children celebrate a range of festivals, learn to use basic signing to communicate and have access to an ample range of play resources to reflect diversity. However, although resources are clearly labelled, the writing used does not include different scripts to further reflect children's individual cultures and languages. The childminder uses a good range of communication systems to build strong partnerships with parents, ensuring a consistent two-way exchange of information. For example, a daily diary reflects on the child's day, and use of the telephone, text messaging and periodic meetings to discuss children's progress. No children on roll currently receive support from other professionals or attend other settings. However, the childminder is aware of the need to develop partnerships with others should the need arise, to promote continuity of care and learning.

The childminder accurately identifies the strengths and any weakness in her service. She is beginning to use different methods for evaluation to further drive improvement, such as the Ofsted self-evaluation form. The childminder has introduced parental questionnaires and seeks regular feedback from her local authority advisor. This allows the childminder to review specific aspects of her service. She has attended training with her local authority and gained a recognised childcare qualification since her previous inspection. These improvements impact strongly on the quality of care she provides in children's care and learning, and demonstrate a good capacity for maintaining continual improvement.

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

The childminder organises activities effectively to ensure children spend their time purposefully. They regularly attend groups in the community. For example, children attend creative play, and song and rhyme groups. These experiences broaden their experiences and allow them to socialise with other children. The childminder uses effective systems to assess children's learning. The childminder uses her observations to identify children's progress and plan for their next steps in learning. She uses the children's profiles to engage parent's in supporting their

children's learning at home. This leads to children making good progress in their learning and development.

Children confidently make choices in their play. They are confident in making requests to the childminder both verbally and through body language, allowing them to initiate new ideas or extend activities. Children develop a strong sense of belonging as their creative work is highly valued, with a wide range on display throughout the setting. They are keen to explore and get messy with paints, using small vehicles to print with or brushes to practise their early writing skills with. Imaginative play is very well supported. Children present their nurturing skills as they wrap up their dolls in blankets or feed their babies using their own water bottles. The children show great interest in operating interactive resources, which require them to use switches to produce lights and sounds. They are skilled in operating the toy washing machine and microwave. The real-life sounds of these keep the children occupied and interested for long periods. The childminder sometimes plans themes to help the children learn, such as transport. She strongly supports their learning by collecting a wide range of resources for these themes. For example, books engage their interest in the different types of vehicles, together with access to a wide range of toy vehicles and a visit to the local airport. Stimulating resources outdoors engage the children's attention and promotes their learning about the environment. For example, they watch carefully when the wind operates the windmills and pieces of fabric erected in the garden move and catch their attention. The provision of a range of puzzles and simple counting games engage children in early mathematics. Children develop language well, including those who speak English as an additional language. The childminder listens carefully to children when they speak, gives them time to respond to her questions and liaises with parents to learn specific words in children's other languages.

Children develop trust and show they feel safe as they receive lots of cuddles and words of reassurance from the childminder. Reminders from the childminder promote younger children's understanding of keeping safe, such as not to place fingers near the door frame. They behave very well, receive consistent praise from the childminder and take responsibility for small tasks as they help the childminder clear away play materials. Children show high levels of independence, which is highly promoted by the childminder, and show good awareness of healthy lifestyles. For example, children know where and how to wash their hands after messy play. The childminder works closely with parents, who wish to provide their own food for their child. For example, she discusses healthy eating, sharing information on children's changing eating habits, how to store and serve meals provided from home. They have good access to the garden for outdoor play and take part in a wide range of physical activities.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	2
--	---

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

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
--	-----