

Inspection report for early years provision

Unique reference number	EY364415
Inspection date	17/09/2008
Inspector	S Campbell
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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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 2008. She lives with her husband and two children aged two and six in Romford, Essex. The whole of the childminder's is used for childminding except the main bedroom and there is a fully enclosed garden for outside play.

The childminder is registered to care for no more than four children under eight years of age. The childminder is registered on the Early Years Register and both parts of the Childcare Register. There are two children on roll, within the early years and later years age range. The family have no pets and the childminder is a member of the National Childminding Association.

Overall effectiveness of the early years provision

The childminder has built positive relationships with children. The childminder knows children well and is able to talk about their stage of development in great detail to promote an effective learning environment which meets their individual needs. Through systematic observations the childminder has a good understanding of children's starting points which help children to make progress in all areas of learning. The children attending the setting are from varying backgrounds. The childminder is committed to working in partnership with parents by obtaining key words in children's first language to further promote an inclusive environment for all children in her care. The childminder is committed to further improving her services and outcomes for children through attending continuous training.

What steps need to be taken to improve provision further?

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

- further extend resources to reflect positive images of diversity
- keep parents informed of the procedures for complaints.

The leadership and management of the early years provision

The childminder is committed to ensuring children's care, learning and development are met through attending a number of courses to support her current good practice. She has attended a number of relevant training courses and has recently completed a level 3 child care course. The childminder treats children as individuals and with respect. The children are effectively encouraged to access the resources on offer which further promotes an inclusive environment. The children have access to a bright, colourful and child-centred play room. They are able to access resources freely because the childminder ensures toys are stored at their level.

The childminder has implemented a number of comprehensive policies that are

shared fully with parents. New and prospective parents are given a 'Parent Handbook'. The handbook includes detailed information, such as information about the childminder, sick child policy, behaviour management, child protection and medication. This further promotes continuity of care. However, it is not clear how parents receive information about the procedures to follow should they wish to make a complaint.

The children are safeguarded because the childminder has a good understanding of safeguarding procedures. Children are further safeguarded because they are cared for in a safe and secure environment. The childminder has taken appropriate steps to promote children's safety in the home by arranging a fire safety check and addressing minor recommendations. She has obtained all required written parental consent and a password system is in place to ensure children are collected by approved adults.

The childminder shares regular information with parents about children's daily activities and progress. Through initial on-going discussions with parents and observations the childminder is aware of children's starting points which enable her to meet children's individual needs. The childminder's documentation is well organised and each child has a comprehensive file. There are informal systems in place to identify the strengths and weakness. The childminder is aware of the improvements to her practice, such as, developing resources that promote diversity and how information on making complaints is shared of with parents.

The quality and standards of the early years provision

Overall, children are making good progress in their development. The children take part in both free play and adult directed activities to support their learning and development. The children are confident speakers and they assertively initiate discussions with their peers, childminder and adults. The children are developing good independent skills and the childminder ensures they have access to suitable equipment to ensure they can use the bathroom unaided, such as the use of a step and a comfy trainer for the toilet. The children are familiar with the routine and they are able to select resources independently to support their learning.

The childminder attentively listens to children's questions and requests. They play happily in their environment and enjoy singing songs from memory, such as 'Twinkle Twinkle Little Star'. The childminder organises her time well to ensure older children are supported when engaging in homework tasks, for example, reading. The children enjoy looking at books and use them in the correct form.

The children enjoy quiet time during the day as they complete a number of simple puzzles, which promotes their problem solving skills. Younger children are beginning to use mathematical language spontaneously as they describe the dressing up shoes as too big. The childminder is committed to providing an inclusive setting for children and through planned activities and discussion they make Chinese lanterns and talk about various countries around the world, such as China, Nigeria, India and Kenya. However, there are few resources on offer that reflect positive images to further extend children's understanding of similarities and differences.

The children use a good range of tools and equipment to promote their fine and gross motor skills, for example, swings, tricycles, pens and pencils. Weather permitting children take part in regular outdoor activities which contribute to their good health. The children are developing good imaginative and creative skills as childminder plans a range of craft activities. The children take pleasure in dressing up and engaging in role play activities. The childminder is vigilant about children's safety and ensures appropriate equipment is used when transporting children in the car. Additionally there are good safety measures in the home and she often talks to children about the importance of wearing seat belts and basic road safety.

The childminder is fully aware of children's individual needs including their likes and dislikes. The children are interested to learn and they have access to a good range of resources that promote ample of stimulation and challenge. The childminder has clearly identified what children can do and effectively uses her observations to inform planning. The childminder is flexible in her approach when planning activities which ensures children's play is purposeful. The childminder adapts activities to accommodate children's requests, interests and ensure their individual needs are met. The childminder is committed to working in partnership with parents and they have open access to children's developmental records.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

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?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

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

Quality and standards

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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