

Inspection report for early years provision

Unique reference number	EY372383
Inspection date	16/02/2010
Inspector	S 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2008. She lives with her husband and four children aged, four, eight, ten and one adult in a residential area of Dagenham, Essex. The whole of the ground floor is used for childminding and there is a fully enclosed garden for outside play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of these two may be in the early years age range. The childminder currently has one child in the early years age group on roll. The childminder is registered on the Early Years Register and both parts of the Childcare 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 because the childminder provides a welcoming and caring environment. The childminder knows children well to ensure no child in her care is disadvantaged and she ensures required documentation is well maintained to ensure she is able to support their individual needs and interests. The partnerships with parents are developing well to promote consistency in children's individual care, learning and development. The childminder has recently begun to formally self-evaluate her practices and some areas for improvement have been identified. The children are kept safe while at the setting because the childminder ensures a registration system is in place for visitors and regular risk assessments are conducted.

What steps need to be taken to improve provision further?

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

- continue to develop a culture of reflective practice, self-evaluation and informed discussion to identify strengths and priorities for development that will improve the outcomes for children
- continue to develop procedures to ensure parents contribute to children's on-going assessments to enable them to effectively contribute to children's learning and development
- further develop assessments and planning to identify learning priorities and plan relevant motivating learning experiences for each child
- continue to develop knowledge and understanding of the Early Years Foundation Stage to effectively promote the outcomes for children
- further develop procedures to ensure children consistently wash their hands at appropriate times to minimise the spread of cross infection

The effectiveness of leadership and management of the early years provision

Children's welfare is appropriately promoted because the childminder has a sound understanding of safeguarding issues and procedures. The children's welfare is further promoted because the childminder has implemented a number of policies and procedures which contributes to the safe and efficient management of the setting. The childminder maintains required documentation well and appropriate records are shared with parents to promote continuity of care, such as accident records. The childminder gathers required information about children's backgrounds to ensure she provides an inclusive environment.

The childminder is developing positive relationships with parents and information about children progress and general well-being is regularly shared through discussions, phone and developmental records. The children do not attend any other setting. However, the childminder demonstrates an awareness to make links with external agencies to promote children, care, learning and development.

The childminder holds a National Vocational Qualification Level 2 and 3 in Childcare and since registration she has attended a number of courses to further support her current knowledge and practices, such as How to Support Children with special educational needs and/or disabilities and Early Years Foundation Stage, Communication Language and Literacy. The childminder shows commitment to attending further courses and when required she seeks support and advice from her local authority to promote the outcomes for children.

There are processes in place for self-evaluation and some areas for future development have been identified and as a result the childminder has enrolled to attend a behaviour management course. However, the processes for self-evaluation are in its infancy stage and have yet to be fully developed to effectively identify many areas for further improvement.

The children are cared for in a safe and secure environment because the childminder carries out detailed risk assessments for both indoors and when taking children out on routine outings. They are able to freely wonder and explore in an environment that has appropriate safety measures in place, such as the use of safety gates.

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 has some understanding of the Early Years Foundation Stage. They are developing positive relationships with the childminder and she spends time playing with them to support their learning. The childminder gathers appropriate information about children enabling her to support their individual needs. The childminder ensures planning is in place. However, planning is repetitive and has yet to be fully developed to ensure children are offered a varied range of activities to effectively support their learning and development. The

children are offered a range of resources that are age and developmentally appropriate. The childminder obtains additional resources from the local toy library to ensure children are appropriately challenged. The childminder uses assessment records well to identify what children can do and their next steps, for example 'About Your Child' and an on entry assessment. However, procedures have yet to be fully developed to ensure parents contribute to children's ongoing assessments to enable them to effectively contribute to children's learning. The childminder carries out regular observations. However, she has yet to fully develop her knowledge of the Early Years Foundation Stage to ensure observations clearly link to the appropriate areas of learning and outcomes for children are clearly identified.

The childminder knows children reasonably well and is able to talk about how she is moving children on in their next stage of development, such as extending children's vocabulary by reading simple books and playing with children to develop their concentration skills. The children engage in a range of outdoor experiences to support their learning, such as attending messy play, toddler talk, stay and play. The children are appropriately safeguarding while at the setting because they take part in regular fire evacuation procedures. This enables children to learn how to leave the premises quickly and safely in the event of an emergency. Children's safety is further promoted because they receive adequate supervision throughout the day. The children are generally well behaved and the childminder uses gentle reminders to encourage the children to share and take turns. This encourages the children to learn to co-operate with others and work well together. Through practical activities the childminder encourages the children to be independent by feeding themselves and they are able to access most resources. The children receive fresh drinking water throughout the day. They receive freshly prepared meals and nutritious snacks encouraging them to develop healthy eating habits, for example jollof rice, chicken, plantain and stew.

The children are introduced to numbers, simple addition and subtraction when listening to rhymes, such as five current buns and five little ladies. Their imaginative and creative skills are developing well as they play with the dolls and attempt to dress them. They take part in a range of tactile and art activities, such as shaving foam, painting and play dough. The children are able to sleep according to their need and the childminder uses traditional methods to aid children's comfort by placing them on her back. This promotes an inclusive environment and allows children to have a sense of belonging. There are clear procedures in place should children sustain a minor injury while at the setting which further promotes their welfare. The environment is clean and tidy. However, children do not always wash their hands at appropriate times to minimise the spread of cross infection, for example before mealtimes.

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

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

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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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