

Inspection report for early years provision

Unique reference number	EY374524
Inspection date	18/03/2009
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 three months and three in a residential area of Chadwell Heath in the London Borough of Barking and Dagenham. The family live in a flat on the fourth floor and the children have access to the living room, children's bedroom, bathroom and toilet facilities. There is no access to a garden for outdoor play.

The childminder is registered to care for a maximum of four children under eight years at any one time, of whom one may be in the early years age group. The childminder is currently minding one child in this age range who attends 10 sessions at school. The provision is registered by Ofsted on both the Early Years Register and the compulsory part of the Childcare Register. The childminder walks to local schools to take and collect children. The family have no pets.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The children are interested in the activities and resources on offer and the childminder spends time with children to further support their learning and development. The childminder has a good understanding of child development and subsequently she provides learning experiences that are both fun and challenging. The children are able to take part in all of the resources on offer which effectively promotes an inclusive environment. The childminder strives for continuous improvement through self-evaluation, working closely with parents and where required the support of the local authority through training.

What steps need to be taken to improve provision further?

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

- continue to develop links with children's schools to effectively support children's learning and development
- continue to develop systems to ensure parents contribute to children's ongoing assessments to support their learning

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

- notify Ofsted of significant changes to circumstances (Suitable people) (also applies to the Childcare Register)

01/04/2009

The leadership and management of the early years provision

The childminder has a good knowledge and understanding of the Early Years Foundation Stage framework (EYFS) to ensure all children's learning and development is effectively supported. The childminder has developed good partnerships with parents and she shares both verbal information and children's progress reports to enable them to gain an understanding of children's stage of development. However, the systems have yet to be further development to ensure parents contribute to children's ongoing assessments. The childminder effectively shares required information with parents to further promote children's well-being while at the setting, for example policies, procedures and accident records.

The childminder has failed to notify Ofsted of significant changes and this is a breach of welfare requirements. Since registration, the childminder has attended some courses to further promote the outcomes for all children. There are processes in place for self-evaluation and subsequently the childminder is fully aware of the areas for improvement. The childminder is committed to working in partnership with parents and she actively seeks their views about the service provided through questionnaires and a self-appraisal. This further promotes good partnership working.

The children's welfare is effectively promoted because the childminder has taken good steps to promote their safety, both indoors and outdoors. The childminder carries out both in-depth and visual risk assessments on a regular basis. She ensures detailed risk assessments are carried out for outings and the children benefit from taking part in the 'Road Traffic Road Show' at the local town centre to further develop their awareness of how to keep themselves safe when out on outings and travelling in the car.

The children's well-being is further promoted because the childminder has a good understanding of safeguarding issues and procedures. In addition the childminder has gathered the required information about children's individual needs and backgrounds to ensure they are cared for in an inclusive environment.

The quality and standards of the early years provision

The children are making good progress in their learning and development. The childminder plans a range of activities to support their learning and she is flexible in her approach to ensure children's interests are included. The childminder maintains a profile of children's development and carries out regular observations that reflect the six areas of learning. The children's observations clearly identify their next steps and the childminder undertakes a summary progress report once a month to ensure she is able to effectively track children's progress towards the early learning goals.

The childminder is beginning to make links with children's schools. However, this is in its infancy stage and has yet to be fully developed to maintain an effective two-way flow of communication and to gain a greater understanding of the children's

stage of development to ensure they are fully supported within the setting. The childminder knows children well and older children are able to contribute to their initial assessment allowing her to build on what children already know.

The children are happy and relaxed in their environment and they have developed good relationships with the childminder and her family. The children have access to a varied range of resources that are stimulating and challenging. The children benefit from playing group games with the childminder to further develop their turn taking and sharing skills, such as the Pop up Pirate and Wobbly Chef game. The children are very polite and they say "please" and "thank you" at appropriate times. This further promotes good social skills. The childminder continually works in partnership with children and they are encouraged to implement their own house rules, such as "we must share our toys" and "we must be nice to our friends".

The children enjoy taking part in tactile activities to develop their senses. They play with shaving foam squeezing it through their hands and sliding it back and forth across the table. The children are good communicators and they describe the shaving foam as feeling soapy and slippery. The children are able to write for a variety of purposes as they write their name on their artwork, make a list of house rules and when playing with the shaving foam they take pleasure in writing letters in the foam with the childminder, and then guess what they are.

The children use mathematics spontaneously as they talk about how many books are able to fit into the book box. The childminder provides activities on children's request, such as floating and sinking. The children use a varied range of materials to experiment what resources floats and sinks, such as a cork, keys, a bottle and leaves. The children take part in a range of cooking activities and they are able to gain an understanding of life cycles as they grow chives, tomato and red peppers. To further extend the activity the childminder plans to make homemade pizza with children to enable them to try their home grown ingredients. The children are able to make informed decisions about their play to promote their independence and they take part in a balanced range of adult-led activities to ensure their play is varied and supports their learning.

The children receive plenty of fresh drinking water throughout the day which encourages them to think about their personal needs. The children's good health is further promoted because they receive a varied range of healthy and nutritious meals, such as noodles, chicken, rice and new potatoes. The children benefit from taking part in regular physical exercise, such as visiting local parks to feed the ducks and engaging in music and dance 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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report

01/04/2009

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.