

Inspection report for early years provision

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Inspection date	01/07/2010
Inspector	Siobhan O'Callaghan
Type of setting	Childminder

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 March 2009. She lives with her husband and their three children; one is an adult whilst two are 15 and 13 years. The family live in Stepney which is in the London Borough of Tower Hamlets. The family home is located on the second floor of a block of flats. There are lifts to gain access to the premises. The home is close to local shops and schools. All areas of the ground floor are used for childminding purposes with access to cloakroom facilities upstairs.

The childminder is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register to provide care for a maximum of three children under eight years at any one time, of these, not more than three may be in the early years age group. The childminder is currently caring for one child in the early years age group on a full-time basis and one child in the later years age group on a part-time basis. The childminder attends a local toddler group and children's centre with the children. She is a member of the National Childminding Association and holds a formal childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder provides a welcoming and inclusive home environment for children where their individual needs are given due emphasis. Children are supported to make good progress in their learning and development as the childminder has a secure knowledge and understanding of how young children learn. She plans a varied range of interesting activities and experiences that are geared towards the children's interests and abilities. Children's welfare is promoted through a broad range of policies and procedures which are maintained in liaison with their parents, this in turn helps to keep children safe. The childminder demonstrates an enthusiasm to improving her provision for children, she attends ongoing training opportunities and is beginning to develop her self-evaluation systems.

What steps need to be taken to improve provision further?

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

- develop further self-evaluation systems to continually assess all aspects of the provision and therefore, improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The childminder has established a comprehensive range of records, policies and procedures to support the safe and efficient management of the Early Years

Foundation Stage. She has implemented risk assessments for her home environment and for all the outings that she enjoys with children. Consequently children's personal safety is given due focus. The childminder has robust procedures in place to ensure that children are safeguarded from unvetted adults. She has clear systems in place to initiate suitability checks for all adults living within the household. The childminder has a secure knowledge and understanding of safeguarding children procedures and of the importance of working in partnership with both parents and outside agencies should the need arise.

The childminder organises a welcoming and accessible environment for children. She ensures that they are provided with a broad range of good quality resources to enhance their learning and progression. Children are supported to develop a positive self-image, as well as developing an awareness of the wider community. She provides them with resources that promote a positive attitude towards diversity and inclusion. Therefore, children have opportunities to learn about their own and other cultures in a positive and meaningful way. The childminder strives to improve her own knowledge and skills as she attends many valuable training opportunities. For example, recent inclusion training has encouraged her to look at different ways of valuing children in her provision. Children enjoy looking at photos of themselves which are displayed alongside their work within the childminders home. Consequently children feel a secure sense of belonging.

The childminder values working in partnership with parents, she follows children's established home routines to support their continuity of care. Daily communication with parents ensures that children's individual needs are consistently discussed and met. The childminder is currently developing her planning and assessment systems to keep parents informed about their children's learning and progression as well as their care needs. Displayed weekly plans give parents general information about what activities, outings and experiences their children will engage within. The childminder ensures that she has parental permission in place for all the many outings that she enjoys with children. She works in partnership with the schools that older children attend to ensure that there is a three way communication in place between herself, teachers and parents to support and promote children's continuity of care and learning.

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

Children are happy, settled and secure in the childminder's care. It is clear that warm and trusting relationships have been established as the children approach her confidently and enjoy the positive interaction they receive. The childminder organises an accessible and inviting learning environment, where children competently explore resources of their choice and play purposefully. Children have good opportunities to experience both indoor and outdoor play as their daily routines include visiting local parks, farms and children's groups. The childminder's newly introduced planning systems focus on children's interests as she uses her observations of their play to plan their next steps in learning. This individualised approach supports all children to make progress regardless of their starting points.

Children enjoy the childminder engaging within their play, she sits at their level and encourages their learning through sensitive questioning and guidance. Children are delighted to make imaginary cups of tea and treats with the childminder, they confidently utilise their small kitchen, a kettle, and a toaster to support their role play. Children are developing effective communication skills as the childminder shares books with them. They are encouraged to express themselves, both verbally and through their body language. Their knowledge and understanding of the world is promoted through a range of resources to encourage them to explore, think and question. Children are particularly keen to utilise activity centres and a small child sized lap-top computer. Their concepts of numbers and general problem solving skills are developed through singing number songs and completing a range of puzzles that offer them good challenges.

Children's good health is promoted through their daily opportunities to access outside play and engage within energetic activities. They enjoy nutritious and healthy foods as well as benefiting from good provision to sleep and rest in comfort. The childminder promotes positive personal hygiene measures as she teaches children the importance of hand washing before and after eating food. They learn to keep safe as the childminder involves them in emergency evacuations of the premises as she teaches them how to get out quickly and safely. Children are developing competent social skills as the childminder encourages them to develop responsible behaviour. For example, she praises them for helping to tidy away resources and for being polite and helpful. The childminder is consistently calm and patient with children, which results in them being happy and content within her care. Overall, children are developing many valuable skills which help to set secure foundations for their future learning.

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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