

Inspection report for early years provision

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Inspection date	24/08/2012
Inspector	Lynn Wordsworth
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).

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 2009. She lives with her three children in a two-bedroom first floor flat in the Manor Park area in the London Borough of Newham. The whole of the childminder's home is used for childminding with the exception of one of the bedrooms. The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than two may be in the early years age range. There are currently two children on roll, one of whom is in the early years age group. They attend at different times of the week. The childminder supports children who learn English as an additional language. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Child Care Register. The childminder is a member of an approved childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure home where the childminder meets their individual needs. The childminder provides children with a range of activities that promote their learning and development well. Planning is based around effective use of observations. A parental permission is not in place and relationships with other providers has not been established. The childminder shows a string of commitments to the continuous improvement of outcomes for children.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 07/09/2012

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

- extend the use of questioning to ensure they are open ended so that children can consistently express their own ideas
- establish a two-way flow of information with other early years providers to ensure a collaborative approach to children's learning and development is fully achieved.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of the child protection and knows how to refer any concerns. She takes effective measures to safeguard children, for example, robust risk assessments for all areas of her home and outings. Permission for emergency medical treatments and advice is not in place, although the childminder has consent to take children on outings and administer medication. This may delay children's care in an emergency. Accident record book is up to date and demonstrates how accidents are reduced. The childminder is vigilant, supervising the children at all times.

Toys and furniture are of a good quality and arranged in the childminder's home so that children can easily access. This includes toys and activities that reflect diversity. Pictures of the children and art designs are displayed on walls to reflect their learning. The childminder has a good understanding of her strengths and areas in which she would like to improve. She attends a wide variety of training to keep herself up to date with first aid, new learning approaches and frameworks. The childminder visits the childminding network weekly to reflect, make changes to her practice with other colleagues. She demonstrates a good focus for continuous improvements to keep the outcomes for children to a high standard.

The childminder has an inclusive home, all families and children are welcome. The childminder has an effective settling in period whereby parents can stay with their children until they are settled. She is bilingual and supports children in their home language.

Partnership with other providers is satisfactory. Children who visit also attend nursery during the week. The childminder has not yet established a relationship with the key persons to share the children's stage of development. The engagement of parents is good. They are provided with a wide range of information about the setting. They review their children's learning journey and write notes about their child in the daily diary. This helps to keep both childminder and parents up to date with the child's changes in daily routines. They help the childminder evaluate for example, working together with menus to encourage children to try new foods and widen their appetite. The parents voice very positive comments about the childminder and how their child returns home telling them about the day.

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

Children arrive happily at the childminder, they are eager to play with the childminder's daughter and soon settle to complete a puzzle. The childminder has an effective assessment system, whereby she observes children and plans future activities based on the children's interests. She keeps detailed records of all the children's developments and evaluations for future reference. The childminder has

a good range of age-appropriate toys and activities pleasantly arranged for the children. Children confidently initiate their play, organising and directing the childminder to take part. They build with blocks creating a house, which turns into a flat and then a fairy tale tower. They talk animatedly about pressing buttons to reach each other's homes and adding bedrooms. The childminder is skilled at enhancing the children's play without hindering, for example, counting and adding new language. She also helps the children review what they have created. This helps them to think about what they were thinking during their play. The childminder also includes adult-led activities into the day and these are based on the children's requests. For example, printing with different coloured paints. Children are gaining their self-independence, pouring the paints onto plates and washing their hands after play. They become more confident to get messy and squeeze the paints in their hands. Although the childminder supports, at times the questions asked are closed and this stops the children expressing their own ideas. Children develop physically by riding scooters and skipping. They challenge their strength by climbing activity frames and playing on recreational equipment. Children take part in the preparation of festivals, for example, preparing the home, dressing in special dresses and hand designs. This helps them understand about the diverse community in which they live. Children enjoy looking through their profiles as they remember why they like other festivals. They say 'I liked it when it snowed because we made snow balls'. Children are learning skills to help them in the future. For example, they use the mouse well to work through software programmes on the internet.

Children are learning about a healthy lifestyle. They know that nutritious foods are good for their health and the childminder encourages them to try new tastes. Children drink water throughout the day to stop them becoming thirsty. They are in a good hand washing routine, cleaning their hands after painting and drying well on their towel. Children feel safe in the care of the childminder and they have developed a strong relationship. They help the childminder prepare lunch and know how to hold a knife safely when spreading or cutting. They hold the childminders hands tightly when walking to the park and look for hazards when crossing the road. Children play well together, sharing and they manage to negotiate their behaviour with little input from the childminder.

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
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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