

Inspection report for early years provision

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Inspection date	01/07/2010
Inspector	Sandra Daniels
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 2009. She lives with her husband and three children aged eight, six and two years of age in a house in Woodford within the London borough of Redbridge. The whole of the downstairs is used for minding purposes there is a safe, secure garden for outside play. The childminder may care for no more than four children under eight years at any one time and is currently caring for four children; two attending on an ad hoc basis and two on a part-time permanent basis. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. She is also a member of the National Childminding Association (NCMA).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are valued as unique individuals by the childminder, who works closely with parents to meet each child's individual needs. A clean and safe environment is provided in which children are looked after with care and kindness. They make good progress in their learning and development because of the good range of play experiences available for them. Systems for formalising children's assessments are being developed. The childminder understands the importance of continuously improving her practice for the benefit of the children and is beginning to use self-evaluation to identify strengths and areas for development.

What steps need to be taken to improve provision further?

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

- develop systems for recording children's developmental progress and achievements
- develop further the systems for self-evaluation in order to set targets for future improvement.

The effectiveness of leadership and management of the early years provision

The childminder has attended safeguarding training and demonstrates a very good understanding of associated issues. Consequently, children are well-protected. Suitable risk assessments are in place to cover the home environment and outings. This has a positive impact on reducing the occurrence of accidental injury. For example, the childminder is constantly reviewing the environment to ensure there are no hazards. The childminder demonstrates a good understanding of how she ensures the children's safety when on outings. For example, by discussing boundaries and using the Green Cross Code. Toys and equipment are checked regularly and are in good order. Consequently, children explore safely using clean and well-maintained resources. All the required documentation is in place to

ensure children's safety.

The childminder has begun a self-evaluation of the care and education she provides. She is beginning to identify her strengths and areas for development and demonstrates a commitment to further her knowledge and attend appropriate training. This will help to ensure continuous improvement and promote outcomes for children. Children learn about similarities and differences through planned activities and useful resources which reflect diversity. Toys and equipment in general are of good quality and are easily and safely accessible to children. This means that children can make choices and decisions about their care and learning.

The childminder has built very good relationships with parents. She speaks to them on a daily basis to share relevant information, such as nappy changes and activities. She encourages parents to be involved in their children's learning by using the written journals as a shared tool to aid children's learning. Strong links have been developed with the local nursery, which enables the childminder to complement themes within her setting to promote continuity and cohesion well.

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

Children receive very good levels of support in their play, with the childminder using high levels of interaction with young children to support their language and physical development and to encourage their confidence. The childminder is confidently implementing the Early Years Foundation Stage and has created individual children's records, with some examples of photographic evidence and written observations, which are related to the areas of learning. However, the childminder has yet to develop structured systems for assessing children's progress and achievements.

Children move around the childminder's home freely and safely, as all areas they access are child friendly, with space to develop their independence in a secure and safe environment. They are beginning to develop an understanding of the wider world through their play, as the childminder provides an increasing selection of resources and activities to help them learn about other cultures and people with differing abilities. Children are learning to play both independently and cooperatively, with the childminder's encouragement. She ensures children receive positive praise as they play and encourages children to behave nicely and use good manners. The childminder demonstrates consistent behaviour management strategies, reminding children gently of her house rules as necessary. Children make good progress because they have many opportunities to learn through meaningful, real-life experiences. For example, they water the strawberry plants and learn that sunlight and water are required to help them to grow. In the garden, children use the workbench and tools to 'mend the shed'. They use a tape to measure it, learning about height and size.

The childminder effectively reduces the spread of infection through helping children to learn simple hand washing procedures and by maintaining a clean and hygienic environment. She is a good role model, following a clear policy and

encouraging children to practise their hygiene routines throughout the day. Children benefit from the childminder's understanding of healthy eating, ensuring they receive healthy fruit snacks and drink freely from individual cups, which are frequently replenished. Meals are well-balanced and nutritious and a menu is on display for parents to see. Children have opportunities for physical activity on a daily basis. They enjoy fun physical exercises together with the childminder and play in her family garden and at nearby parks. For example, they hold mini sports days, with sack races and egg-and-spoon races, and play 'hot and cold' as they search for the hidden eggs.

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

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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