

Inspection report for early years provision

Unique reference number	EY410452
Inspection date	13/12/2010
Inspector	Rosemary Coburn
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.

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Description of the childminding

The childminder registered in 2010. She lives with her husband and three children in the South Woodford area in the London Borough of Redbridge. The childminder uses the whole of the ground floor for childminding purposes, which has a good level of access. There is a secure outdoor area for outside play. The childminder is currently registered to care for 5 children under eight years; of these, two may be on the Early Years Register. The childminder is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently two children on roll within the early years age group.

The childminder takes and collects children from local schools; she also makes use of the local community facilities such as toddlers groups, parks and libraries.

The childminder is a member of her local childminding network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes most aspects of the Early Years Foundation Stage Framework within a suitable inclusive environment. Children are provided with a good range and depth of toys, equipment and play materials to support them in making good progress. The childminder knows the children well and as a result they are happy, secure and settled. The childminder works well in partnership with parents and the local authority. This contributes to children's welfare, learning and development needs being well met. The childminder has developed effective assessment systems for planning, observation and evaluation to ensure that outcomes for children are effectively promoted.

What steps need to be taken to improve provision further?

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

- improve risk assessment so that it covers everything with which a child may come into contact, in particular low level glass and storage cupboard in the dining room
- provide a suitable range and depth of resources and learning opportunities that effectively supports children's knowledge and understanding of the world and promotes diversity

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding about child protection procedures and she knows where to make referrals; this means that children are appropriately protected. She has an up-to-date first aid certificate and obtains parental consent for outings and emergency medical treatment for all children in her care. The childminder maintains safeguarding records appropriately, for example, children's hours of attendance or for any accidents. Consequently, should an accident occur or she has concerns about the well-being of the child suitable measures are taken and appropriate procedures are followed respectively. The childminder shares all her policies and procedures with parents from the outset. This means that parents are provided with a wide range of quality information about the provision.

The childminder deploys resources effectively so that children have access to a good range and depth of toys, resources, play materials and learning opportunities. A good balance of adult-led and child-initiated play experiences support children's learning in an enabling environment where they make good progress in relation to their starting points.

The childminder has good daily routines securely in place and records what children have done and achieved during the course of their time in the setting. The childminder has developed suitable systems to share the day to day management of children's individual needs with parents; for example, she has a clear understanding of children's sleep routines and dietary requirements. This supports the uniqueness of the child and promotes equality and diversity. The childminder's systems of self-evaluation are suitable and identify areas for improvement. These include the childminder becoming more familiar with the Early Years Foundation Stages and developing closer links with external agencies. This means that the quality of the settings self-evaluation gives the childminder an understanding of her strengths and weaknesses and how she can build on what has been accomplished so far, in order to reinforce the provisions continuous improvement.

The childminder has developed good relationships with parents. All policies and procedures are shared with parents from the outset to ensure that they are well informed. Consequently, the childminder demonstrates a good understanding of the benefits of engagement with parents in order to support the needs of all children. This promotes an inclusive environment for those children who attend.

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

The childminder demonstrates a good understanding of the learning and development and welfare requirements of the Early Years Foundation Stage. She has developed effective assessment systems for observation, planning and evaluation to support children's Learning. Areas of learning are built upon a child's starting points and the next steps to support them in achieving the early learning

goals. Observations and assessments to plan for the needs of the child are documented in the form of individual profile books, which are linked to the Early Years Foundation Stages; this promotes outcomes for children. Parents are provided with clear information about their child's stage of development and they form an integral part of the assessment and planning cycle. Consequently, the uniqueness of the child is supported through effective partnerships with parents.

The balance of child-initiated and adult-led activities and learning opportunities supports babies and young children in exploring the environment with interest; for example, while playing in the living room the childminder takes a piece of cloth and places this over a small table. The children are full of eager anticipation as they all play peek-a-boo. One child decided to extend this play experience by moving away from the group and continuing to play the game while using the living room curtains as a prop.

Children's speaking and listening skills are developing well; for example, babies listen to and enjoy rhythmic sounds and letters while young children have opportunities to develop their writing and mark making skills. Children have suitable opportunities to develop their numeracy and problem solving skills. They have easy access to a good range and depth of resources that enables them to explore and investigate freely. Young children show their understanding of numbers such as 1, 2, 3 and benefit from incidental opportunities to develop counting skills, for example, as they take part in putting laundry in and out of the washing machine.

Children are provided with a good range of play experiences to develop creatively. Young children enjoy using resources that incorporate technology. Children regularly attend dance and movement sessions, which supports their physical development, as they move confidently and in a variety of ways.

Children develop their knowledge and understanding of the world through a range of toys, resources and materials that provide them with good opportunities to explore and investigate freely in an enabling environment. Children develop an understanding of a diverse society and learn to accept differences. However, the extent to which the learning environment and resources actively promote equality and diversity is not sufficiently effective to support children in learning to value differences in others from the earliest age.

Children enjoy numerous opportunities to take part in physical play, both indoors and out. They learn about healthy lifestyles; nutritious snacks and attractively presented healthy meals help children to develop good eating habits. Well organised activities and good daily routines help children to learn the importance of good personal hygiene and understand that rest, as well as exercise, is part of a healthy lifestyle.

Children enjoy their play in a safe, secure and suitably organised environment where effective risk assessments indoors, outdoors and on outings reduce potential hazards. This provides children with unlimited opportunities to explore their learning environment in total safety. Overall safety measures are securely in place; however, low level glass and the storage cupboard in the dining area have not

been sufficiently included in the risk assessments.

Children are confident, active and interact very well with the childminder and each other. Young children use language, sounds and facial expressions well to indicate what they want. Where necessary the childminder implements clear behaviour management strategies to ensure that children's behaviour is suitable

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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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