

Inspection report for early years provision

Unique reference number	EY432774
Inspection date	21/03/2012
Inspector	Natasha Parsons
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

© Crown copyright 2012

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 2011. She lives in Canning Town in the London Borough of Newham. The ground floor of the home is used for childminding, which includes the living room and kitchen-diner. Bathroom and toilet facilities are on the first floor and there is an enclosed garden for outdoor play. The childminder is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. She may care for six children under eight years at any one time; of these three may be in the early years age range. Currently, there is one child on roll in the early years age group.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder is enthusiastic and committed to her role so that she effectively meets the needs of children. She is well organised and implements policies and procedures that foster children's welfare. Generally, her practices ensure good outcomes for them, for example, with regard to health lifestyles and use of everyday technology. The childminder has an effective vision for her provision so that she demonstrates good capacity to improve. As a reflective practitioner, she accurately reflects on areas for development and responds well to users' needs.

What steps need to be taken to improve provision further?

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

- enhance children's good health, with particular attention to the provision of a healthy diet
- review the use of everyday technology, with particular reference to television viewing, to check that this supports children's learning.

The effectiveness of leadership and management of the early years provision

The childminder effectively meets the regulations to safeguard children and demonstrates a good knowledge of safeguarding procedures. She knows what action to take to protect children from harm. The recent training she has undertaken has further supported her knowledge. She is attentive to children's needs at all times; this helps to keep them safe. She intends to develop her ongoing practice through additional training, such as food hygiene. The childminder has a vision for the future development of her service, which focuses on completing training. She is aware of her strengths and weaknesses and intends to continue to use self-evaluation as a working tool to drive further improvement.

Effective procedures, including daily risk assessments of the premises and outings, together with fire safety checks, help to ensure children are as safe as possible.

The childminder provides a part-time, flexible service to meet parents changing shift patterns. Use of detailed policies, procedures and information about the setting ensure parents are well informed. This gives them confidence in the quality of care, learning and development their children receive. Parents' views and opinions about the service are obtained in different ways, including comment cards, questionnaires and through daily discussion. Useful information about children's time in the setting is provided to parents through daily diaries and learning journals. Parents report that they are very happy with the service provided. In particular, they report that the childminder is conscientious about health and safety, education and healthy eating. There are also good displays which keep them informed.

The home is well organised. Children are able to move safely in the premises, accessing toys and equipment easily. The learning environment is attractive and welcoming, giving children the confidence to explore and learn. Play resources are of a good quality and children enjoy making, for example, their own mothers' day cards and pasta bracelets. Children develop a good understanding of nature as they learn about sustainability through recycling, when they discuss using fallen leaves to make garden compost.

The childminder has a good understanding of every child and their family's needs, which she uses to tailor her provision to offer individual care. Learning resources, such as books, provide children with positive representations of diversity in the wider society in which they live. Children enjoy the time they spend in the local community at childcare groups, centres, parks and the library. The childminder demonstrates a good understanding of the importance of developing partnerships with other settings and agencies. For children attending, she approaches their parents to gain permission to make links with other providers. She has the resources and commitment to do this to ensure children's continuity of care and learning.

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

Children are, overall, well encouraged to adopt, healthy lifestyles. Hand washing before eating and after playing outside promotes this. They learn about healthy eating through posters and discussion. Children are generally offered healthy and nutritious meals with a variety of foods and including plenty of fresh vegetables. However, the childminder provides some processed foods and this impacts on children's good health. Children have regular opportunities for outdoor play and access to a variety of resources in the child-friendly garden. They enjoy learning new physical skills as they throw and catch balls and chase bubbles. Outdoor experiences are promoted with visits to the local parks and childcare groups.

Children are always well supervised. They are well supported to learn about right

and wrong and behave well. They are encouraged to be aware of the setting's rules, which are used to help to keep everyone safe. There are various safety measures in place, for example, the use of safety gates and the practising of the evacuation procedure. As a result, children feel safe in the childminders care. They approach her confidently if wishing to make a request and benefit from the individual attention they receive. Children are content in her care and their needs are met effectively.

Children make good progress, in their learning from their starting points. They have access to a good range of activities that cover all areas of learning. The use of computers and electronic toys well promotes children's development for their future skills. Effective observations that reflect children's ongoing progress are used to plan for their next steps in learning. Children's interests are included in planning and activities are well adapted to provide challenge for older children. While the television is used to support children's learning, on some occasions it is used for long periods of time. This impacts on children's involvement in the learning and development activities on offer.

Children learn about nature and the importance of water when they complete a creative activity about water. They report that 'water is life', and is important for hygiene reasons. Children develop knowledge of the world around them, of changing seasons and outdoor weather, as they complete a weatherboard and recognise it is sunny outside. Children benefit from the good balance of adult- and child-led activities. Children have many opportunities to develop their independent skills. For example, they access the sink using a step to wash. Children participate in purposeful role play when they set up the doll's house and wash a toy bear in a bath of water.

All children are welcomed and valued and the flexible service provided supports families. The welcome poster in community languages, and available information on world religions, support this inclusive setting. Children enjoy using cooking utensils, play figures and dolls, which promote their understanding of the diverse society in which they live. They particularly benefit from the childminder's use of a resource folder to plan for different festivals. This is because discussion is supported by written information, enabling them to have a greater knowledge about the celebration. Children have good opportunities to express their feelings; for example, they say, 'I like it when mum plays games with me.' They feel valued and consulted when the childminder seeks their views on the charity they wish to support in their local community. This enables children to make a positive contribution to their community and effectively further promotes their understanding of diversity.

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
--	---

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

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:	Met
---	-----

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