

Inspection report for early years provision

Unique reference number	EY433454
Inspection date	13/02/2012
Inspector	S Campbell
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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 2011. She lives with partner and three children of primary school age and two adults. The family lives in a residential area of Romford, Essex in the London Borough of Havering. The whole of the ground floor is used for childminding and an enclosed garden is available for outdoor play. The family has two cats.

The childminder is registered to care for a maximum of five children under eight years at any one time; of these, three may be in the early year age group. She is currently minding four children in this age range on a part-time basis. The childminder is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The childminder attends local community groups. She walks and drives to local schools to take and collect children. The childminder holds a childcare qualification at level 2.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The childminder provides a homely, child-friendly environment where children benefit from sound relationships. Although robust systems for self-evaluation are not in place, the childminder demonstrate satisfactory capacity and commitment to continuous improvement through attending training. Although links with all children's schools are in the early stages, the childminder knows children and their parents suitably to ensure no child is disadvantaged. Although systems for observation and assessments are in their infancy, children are steadily making progress in their learning and development. Parents are beginning to share information and to be involved so that children's needs are satisfactorily met.

What steps need to be taken to improve provision further?

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

- develop observation and assessments to identify learning priorities to plan relevant and motivating learning experiences for each child linked to the areas of learning
- develop procedures to ensure continuity and coherence for children who receive education by sharing relevant information with other settings to effectively support children's learning and development
- improve the two-way flow of information with parents to promote a shared understanding of children's individual needs and involve parents in practical ways to support their child's development.

The effectiveness of leadership and management of the early years provision

The childminder has a sound understanding of child protection procedures that promotes children's safeguarding. The childminder has implemented a number of policies and procedures which guide her practice. She maintains required documentation to share with parents that further promotes children's well-being and continuity of care, for example, accident and medication records. The childminder has gathered sufficient information about children's individual needs and backgrounds to promote an inclusive environment.

The childminder has begun to develop a positive flow of two-way communication with parents. She has implemented a daily diary for younger children, enabling her to regularly offer information about children's play and activities. Parents are also kept informed of children's progress through regular discussions and the use of text messaging. This satisfactorily promotes continuity of care. The childminder has begun to make links with children's schools. However, these have yet to be developed with all children's schools to effectively support their learning and development. There are basic processes in place for self-evaluation and the childminder has begun to identify strengths and some areas for further improvement.

Children have access to a suitable range of age-appropriate resources. Toys are stored at low levels to enable children to make some choices about their play and gain independence. The childminder obtains additional resources from her local, lending library to further promote children's interests. Subsequently, children enjoy playing with the 'diversity pack'. They are able to play with visually impaired glasses and walking sticks for the blind and gain an understanding of Braille. This play helps children to develop a positive understanding of similarities, differences and the wider community in which they live.

Children are able to play and explore in a safe and secure environment. Crawling children and emergent walkers are supervised suitably to promote their safety. Children's well-being is further promoted because the childminder carries out regular risk assessments of the home. She mentally undertakes risk assessments for all type of outings and records some of these. The childminder satisfactorily reflects and evaluates her provision. She will be attending some courses in the near future, which promote positive outcomes for children, for example, outdoor play and food hygiene.

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

Children develop sound relationships with the childminder and her family. Babies form positive attachments with the childminder and benefit from close interactions. Babies receive cuddles when upset, which means they quickly settle and continue engaging in their play. Children are suitably behaved and they play cooperatively with their friends. They enjoy acting out real-life situations and, while spending time ironing, one child undertakes the ironing and the other folds the clothes in a

neat pile. Children take part in a range of craft activities to promote their imaginative and creative skills. They enjoy decorating foam hearts for Valentine's Day and inform adults, 'It's for mummy.'

Children develop satisfactory skills for the future. Older children begin to put meaning to marks. They form recognisable letters and are able to write their names on artwork. Children have access to a range of books and enjoy spending time listening to stories with their friends. All children's vocabulary is developing soundly because the childminder is interested in what children say and do. She also responds suitably to babies' babbles and, subsequently, they are beginning to repeat single words, for example, 'Hello'. Children enjoy playing with age-appropriate puzzles to develop early problem solving skills. While on routine outings, children are encouraged to identify numbers by talking about door numbers. Children are able to recall significant events they take part in while at the setting, for example, going to the cinema. Children have access to a sufficient range of construction toys enabling them to make simple creations, for example, wooden blocks and building kits with nuts and bolts.

The childminder gathers sufficient information about babies' routines to promote continuity of care. Systems are in place to enable parents to share information, for example, about children's starting points. However, these are not used continually to enable the childminder to effectively build on what children already know. The childminder has begun to carry out observations and scrapbooks are in place, which include photographs of children's play. However, observations and the use of scrapbooks are in the early stages and do not link to specific areas of learning. Consequently, children's progress is not tracked robustly. Children take part in a varied range of outdoor experiences to support their learning and physical skills. For example, they visit community groups, parks and soft play areas. Children's health is further promoted, because they receive nutritious snacks, such as fruit. This helps children from a young age to develop an understanding about foods that are good for them.

Children are developing an understanding of how to stay safe as, for example, they regularly participate in fire drills. Children's understanding of keeping themselves safe is further promoted because the childminder reinforces the importance of road safety awareness. For example, they are crossing at the lollipop person, walking on the inside of the road and holding on to the pushchair. Children are cared for in a clean and well maintained home. Through everyday routines, children are encouraged to wash their hands at appropriate times to further reduce the spread of cross infection.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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