

## Inspection report for early years provision

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<b>Unique reference number</b>	EY368434
<b>Inspection date</b>	26/11/2008
<b>Inspector</b>	Natasha Parsons

<b>Type of setting</b>	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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

## **Description of the childminding**

The childminder was registered in 2008. She lives with her partner and one child aged one year in the Walthamstow area of the London borough of Waltham Forest. The whole of the ground floor of the childminder's house is used for childminding as well as a bedroom on the first floor. There is a fully enclosed garden for outside play. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder is registered to care for two children in the early years age group. There are currently three children on roll. The childminder is a member of the National Childminding Association.

## **Overall effectiveness of the early years provision**

The childminder effectively promotes the welfare and learning of children and meets requirements well. She offers an inclusive and welcoming service where the individual needs of children are met. Children make very good progress in their development and really enjoy their time at the setting. The childminder is committed to continually improving and has effectively used the systems in place for self-assessment and evaluation.

## **What steps need to be taken to improve provision further?**

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

- ensure the continuous development of play materials and activities to reflect children's interests, age and stage of development, including materials which reflect diversity

## **The leadership and management of the early years provision**

The childminder makes good use of local training opportunities and support to increase her skills and knowledge. She reviews her practice and identifies areas for development, for instance she intends to extend her range of play materials and activities to continue to meet children's individual needs. The childminder maintains all of the required records and documentation that contributes to children's health, safety and well-being, and shares these with parents. She knows what steps to take if she has concerns about a child, and this helps safeguard their welfare. The childminder has positive relationships with the parents of minded children and supports parents when she cares for children on a temporary basis, and keeps developmental records in the manner requested by them. She ensures they exchange any relevant information on a day to day basis and parents are well informed about the provision. This effective two-way communication ensures children settle quickly and benefit from consistent care.

## The quality and standards of the early years provision

Children are happy, articulate, confident and well settled in the childminder's care. They have access to a generally good selection of resources and materials, which the childminder is committed to develop further to reflect diversity. Children move freely and safely around the home as the childminder takes positive steps to reduce potential hazards, such as fitting safety gates and covering unused power points. They learn to keep themselves safe when they access safe utensils when cooking. Fire safety controls are in place and the childminder has a clear evacuation plan, practised with the children to ensure everyone can act quickly in the event of an emergency. Children's health is promoted as the childminder follows effective hygiene procedures when changing nappies, and children learn about the importance of washing their hands through posters, and clean their hands with wipes before they eat, cook and after playing with messy activities. Mealtimes are a sociable occasion when children sit together, either at the table or on the floor when they have a picnic lunch with their friends, and use the place mats they have made. Healthy, balanced, home cooked meals are planned taking into account children's likes. They enjoy dried fruit, such as cranberries and raisins for a snack during the morning, and fresh water and juice is available whenever they are thirsty.

Children enjoy a regular daily routine that meets their individual learning, development and care needs, for example, they sleep when tired and enjoy a snack when needed. Activities are adapted to meet children's age and stage of development, for example, older children prepare and bake a cake while the younger child observes and plays with dough cutters. Children are secure because the childminder knows them well and recognises when they are tired or hungry and is responsive to them. They benefit from a balance of indoor and outdoor play when they play with water closely supervised and take part in a wide variety of activities and experiences across all areas of learning. They enjoy daily outings, such as a visit to a playgroup where they socialise with other children, or a local park to develop their physical skills. The childminder supports their learning effectively, sitting and reading with them and encouraging their achievements through continuous praise and acknowledgment. Children develop early literacy skills as they cuddle up for a story, listen to music, sing and recognise the 'happy birthday' logo imprinted on the balloons. They express their ideas and thoughts when they decide the icing on the cake is to be sloppy as they add more liquid to the icing sugar. They develop early numeracy skills when they recognise the number three on the balloons and count numbers. They find out about the world around them as they explore the corn flour and play dough, run to collect the letters from the mat left by the post person and learn about different songs sung for different festivals for example, birthdays. Children benefit from the childminder's commitment to ensure they are included and valued when on their birthday she plans so children can bake their own birthday cake, and decorate and share it with their friends at their party. Children develop their social skills when they greet their friends and say 'thank you' for presents, and take turns when playing games. The childminder makes regular observations of children's achievements she records and shares these with parents in the children's learning journals. She is beginning to use these to think about how to plan activities that

will build on what they already know and can do and to support their ongoing progress.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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](http://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

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.