

## Inspection report for early years provision

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<b>Unique reference number</b>	EY368507
<b>Inspection date</b>	09/02/2009
<b>Inspector</b>	Sharon Henry
<b>Type of setting</b>	Childminder

## 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 2007. She lives with her husband and two young children, within the London Borough of Waltham Forest, close to shops, parks, schools and public transport links. The whole of the ground floor is used for childminding.

The childminder is registered to care for a maximum of three children under eight years at any one time, of whom no more than three may be in the early years age range. She is currently minding two children in the early years age group. She also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The childminder collects children from the local school and attends several toddler groups on a regular basis. The premises are fully accessible.

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

The overall effectiveness is satisfactory. Children's welfare is promoted with positive attention given to children's health, safety and well-being. Although children are making satisfactory progress in their learning and development, systems to observe and assess children's next steps of learning have not yet been fully integrated into the service. The childminder is beginning to reflect on her practice, but a formal self-evaluation system is not yet firmly established. The childminder promotes some areas of inclusive practice well as she takes into account the needs of each individual child.

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

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

- develop children's knowledge and understanding of the wider community through the provision of appropriate activities
- develop systems to monitor and self-evaluate the practice to ensure continuous improvement for children
- continue to develop a system for planning and assessing children's development and progress towards the early learning goals.

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

Children relax and play in a very clean and well kept home, where the childminder has good procedures in place to maintain children's health. For instance, the systems for changing nappies and preparing food are thorough and ensure that the risk of infection or cross contamination is rare. Children settle quickly and happily at the childminder's home, they demonstrate familiarity with the daily routine. They are developing their confidence and self esteem because the

childminder routinely encourages and praises them for their efforts and achievements.

The childminder is active in promoting children's safety both inside and outside the home. Safety measures, such as fire alarms on all levels of the home and a safety gate that prevents children from going upstairs unsupervised, contribute to children's safety. Children are well protected as the childminder has a sound understanding of child protection procedures. Visitors are asked to sign a visitors' book on their arrival and doors are securely fastened. Effective systems are in place for the safe collection of children and parents are advised of the childminder's duty to protect the children in her care.

The childminder communicates well with parents regarding children's routines and individual requirements. For example, they receive a daily written care report. This enables her to offer them continuity of care and meet their individual needs. However, there is limited sharing of information regarding children's development and this does not fully encourage parents to be involved in their child's learning at home.

The childminder has identified areas for developing her knowledge and skills, for example, accessing courses. However, she has yet to put into place formal systems to monitor and evaluate the provision, to identify strengths and weaknesses or to ensure the ongoing development of the care and learning provided.

## **The quality and standards of the early years provision**

Children enjoy a satisfactory range of activities and resources which meets their individual needs well and enables them to progress appropriately. Children enjoy reading books and listening to stories as they cuddle up to the childminder and listen attentively. They become involved as they point out different characters and become excited. The childminder extends children's language as she encourages children to point out objects and then name them, for example, they identify the mouse and count how many mice there are.

Children's physical development is well supported, with daily access to the garden and a suitable range of outdoor equipment, such as bikes and swings. Trips to the local park provide children with the opportunity to use large apparatus. Children's personal and social skills are further supported as they mix with other children and adults whilst visiting local drop-ins. Children's independence skills are promoted by the childminder, who ensures that resources are accessible to them. This ensures they are able to make choices and create their own learning. Appropriate activities ensure children are learning about the wider world. However, the resources to extend this further are limited.

The childminder provides children with lots of cuddles and meaningful praise, which increases their sense of belonging and encourages them to be increasingly independent. They benefit from the positive interaction they receive from the childminder, who takes time to talk and listen to them and shows an interest in what they are doing. As a result, children are confident in their surroundings,

which promotes their self esteem. Children are learning to share and take turns through the childminder's gentle reminders; however, she does not always give clear explanations to children as to why a particular behaviour is unacceptable. For example, when one child snatches the toys from another they are told 'no' and are provided with little explanation. As a result, children are not learning why the behaviour is unacceptable.

Children enjoy being creative as they pretend to make tea and dinner and offer it to the childminder and the inspector, they eagerly wait for an reaction, and become overwhelmed as the childminder responds with smiles and praise. Older children recite rhyming songs, such as '12345', they used the count poster to recognise numbers from 1 to 5. However, the opportunities to build and extend children's learning are not always effective. For example, children are not encouraged to count beyond five and younger children are not always involved in such activities.

The childminder has recently started to put into place a system of assessing children's learning and development. However, the system for monitoring children's progress is in the early stages and does not take into account all children's starting points or show the planning for their next stage of development.

The childminder effectively follows her clearly written procedures to promote the welfare, care and safety of children. Documentation is very organised and all children's records are updated regularly. All registers and parental permissions required for the efficient and safe management of the provision are in place.

## 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>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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