

Inspection report for early years provision

Unique reference number	EY373430
Inspection date	14/01/2009
Inspector	Jennifer Liverpool
Type of setting	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 2008. She lives with her three children, one of whom is an adult, in the Walthamstow area of the London Borough of Waltham Forest. The maisonette is located on the first floor of a low rise block of housing and is accessible via stairs. The childminder's lounge is the main area used for childminding purposes. The toilet is accessed on the first floor of the premises.

The childminder is registered to care for five children at any one time and is currently minding two children aged under five years part-time. She is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The childminder regularly attends toddler groups and visits parks. She takes and collects children from local schools. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Children enjoy their time with the childminder. They make good progress in their learning and development through the quality of planning for each child. A good balance of adult-led activities and children's free play results in children being active learners. The childminder is proactive in encouraging parental involvement, which contributes considerably to the good quality care provided for children and promotes inclusion. Effective steps have been taken by the childminder to monitor and assess the quality of the provision and she is committed to improving the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop the range of activities and resources to reflect positive images of all aspects of society

To fully meet the specific requirements of the EYFS, the registered person must:

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare)

16/01/2009

The leadership and management of the early years provision

Children benefit immensely from a well-organised environment where they receive good support and plenty of opportunities that maximise their learning and development. The childminder promotes inclusion by welcoming parents and working with them to settle their children into the environment. In addition, she

also considers each child's needs and interests when planning activities. The childminder is fully committed to working in partnership with parents. Relationships with parents are friendly and supportive. The childminder respects parents' wishes, ensuring that children's care is consistent. Regular informal discussions and sharing of information about children's learning and development enables parents to know how their children are progressing, thus promoting parental involvement.

The childminder is committed to developing her practice and uses a self-assessment process to identify her strengths and to address areas for development. She is keen to continue developing her knowledge in childcare and education and is currently attending training. This helps to improve the outcomes for children. Thorough risk assessments keep children safe. The childminder has a good understanding of how to safeguard children and the procedures to follow if she has concerns about a child in her care. Most mandatory records are in place; however, the minder has not yet obtained parents' written permission for seeking urgent medical treatment or advice. This will impact on the childminder's ability to meet some of the children's health needs. Regular monitoring and the evaluation of practice enable the childminder to acknowledge her strength and to identify and address areas to improve outcomes for children.

The quality and standards of the early years provision

Children are happy, settled and enjoy their time at the setting. This is because the childminder develops warm and friendly relationships with them. This very positive approach enables the children to grow in confidence and promotes their emotional well-being. All children's individual needs are acknowledged and known. The childminder makes certain that children are given equal time, attention and chances to learn and develop by actively taking account of children's interests and providing purposeful play. For example, through regular observations and recording of assessments the childminder is able to discover children's achievements and plan for the next steps in their learning. These assessment records are used effectively to ensure that each child's individual learning needs are well supported.

Children's learning is enhanced by the childminder's involvement in their free play and the praise and encouragement they receive. Children enjoy listening to stories; they point to the pictures and attempt to imitate the words used by the childminder. The childminder is able to encourage children's early interaction through using plenty of repetition of language and asking simple questions. These opportunities help to extend and support children's language development. Frequent visits to toddler groups help children to develop positive relationships with others. Very regular visits to the local parks offer opportunities for children to use large play equipment, such as slides and swings, thus promoting their large motor skills and coordination. Children are beginning to develop an understanding of mathematical ideas as they explore shape sorters, handle threading beads and build blocks using construction sets. They also have opportunities to learn about numbers through singing songs and rhymes.

Children are very familiar with the daily routine and know that they should wash

their hands before and after meals. They are provided with cooked meals brought in from home. Fresh and dried fruits are offered to children at snack times, enabling them to develop healthy eating habits. Drinking water is available throughout the day to prevent children from getting thirsty or dehydrated. The childminder helps children to learn important social skills, such as sharing and taking turns. Children participate in celebrating the festivals of Eid and Christmas, helping them to develop a positive attitude to others. Overall, children learn to accept differences, although limited resources reflect positive images of gender. Children learn to keep themselves safe through gentle reminders and when practising the emergency evacuation procedure.

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

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
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

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.