

Inspection report for early years provision

Unique reference number	EY222539
Inspection date	09/07/2009
Inspector	Vivienne Rose
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 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 has been registered since 2002. She lives with her two children aged 12 and nine years. They live in Leyton in the London borough of Waltham Forest, close to local shops parks and schools and public transport links. Children have access to the main living room/lounge/conservatory playroom and upstairs toilet. There is a secure garden for the children to play in. The family has a dog.

The childminder is registered to provide care for a maximum of six children at any one time and is currently minding one child under five years. She also offers care for children aged over five years. This provision is registered by Ofsted on the compulsory part of the Childcare Register.

The childminder collects children from local schools and attends local drop-ins, parks, pre-schools and toddler groups with the children.

The childminder is a member of the National Childminding Association and is a member of the local childminding network.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The home is warm, welcoming and stimulating for children. Children are provided with a wide range of learning opportunities and experiences; this promotes their learning well. Self-evaluation is clear and detailed and takes account of all areas of the setting. The childminder has taken successful steps to improve her practice. The views of parents and children have been sought through the use of questionnaires. As a consequence, children are making outstanding progress in their areas of learning and development and their individual needs are successfully met. Inclusive practice is promoted well within the setting which ensures that children have good opportunities to learn about the wider world.

What steps need to be taken to improve provision further?

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

- develop further opportunities for parents to be involved in children's record keeping.

The leadership and management of the early years provision

The childminder is well organised and has implemented self-evaluation processes which seek the views of parents and children. At present she is taking part in a pilot scheme to support children's language development which is a particular skill which enables children to successfully communicate their needs. This is achieved through picture prompts throughout the home and her ability to listen to the

children and to extend their communication skills and ideas. The childminder has taken steps to address identified areas for improvement which includes an entry profile for children. Inclusive practice is promoted in the setting which ensures that children have their needs met and that they achieve well. In addition, there are effective policies and procedures which are regularly updated to reflect new requirements. This has recently included an updated safeguarding procedure and written risk assessments for outings. The childminder accesses training opportunities to continue her professional development and to support the good service that she provides for children.

Children are cared for in a safe secure environment. The childminder is secure in her understanding of child protection matters and implements these effectively to ensure children's well-being. Regular risk assessments are carried out which successfully minimise the risks to children both indoors and in the garden. Effective use is made of observations and planning for children to promote and encourage their learning and development in all areas of the Early Years Foundation Stage (EYFS). The childminder has a clear understanding of child development to promote children's individual learning and interests.

There are good systems in place to develop an effective partnership with parents and the children's learning journeys are shared. While the childminder has regular discussions with parents about children's progress, as yet parents do not specifically take part in planning for children's next steps. Parents demonstrate through consultation that they are very happy with the service that the childminder provides and that she is highly valued. Parents are provided with clear policies and procedures about the provision. All of the documentation is clear and accessible to parents. The well presented parents prospectus contains information about the service provided including a clear complaints procedure.

The quality and standards of the early years provision

The childminder is very organised yet flexible in her approach to children learning. Children progress very well because the childminder listens to them and responds to their requests. She provides time for them and enables them to make choices in their play and knows when to intervene to enable them to get the most from activities provided. There are effective systems in place to identify children's starting points and observation assessments are successful. Therefore, children are achieving well and making good progress towards the early learning goals. The childminder has a good understanding of child development and how children can be supported and actively engaged and challenged in their play. In addition, children are provided with a good selection of resources and activities across all areas of learning.

Children are very confident, active learners there are good opportunities for children to develop their language, creative and problem solving skills. For example, they enjoy sticking and gluing, playing with dough and water. Books are easily accessible to them which provides the opportunity for them to sit quietly and to enjoy being close to the childminder. The 'Hungry caterpillar' story is a particular favourite. Children extend their understanding when they glue pictures and discuss

all the things that the caterpillar eats before he turns into butterfly and then make sparkly butterflies. This reinforces their learning well. They learn to problem solve when they count the spoonfuls of flour and salt for the dough making.

Opportunities for the children to develop their imagination and understanding of others are supported as they play with resources, and take part in activities which reflect diversity and their understanding of the world. These include puppets, books and home playing with equipment such as the Chinese cookware and through topics such as 'People in our community'.

Children are able to make choices because the childminder provides picture prompts and homemade picture books to enable them to decide for themselves what they want to play with or the activities they wish to take part in. For example, when the child requests to blow bubbles in the garden, to make dough, or to play with the tent. The childminder provides a safe and secure home environment for the children and as result children are relaxed, secure and confident. Resources are attractively presented and accessible to children which promotes their independence skills well. Clear records are kept to minimise the risks within the home which are addressed effectively for example, the repair of a fence post in the garden.

Good attention is paid to encourage children to take responsibility for their own safety and to sit on the chair correctly and to put on their shoes properly in case they trip. Children learn about healthy eating when they take part in projects about healthy foods and they are encouraged to choose what they want to eat from a selection of healthy options. They help to prepare lunch, this includes choosing to butter the bagel and making decisions about the filling that they want. At the same time the childminder takes the opportunity to help the children to recognise the shape of the cucumber and learn that the tomato has to cut in halves. They enjoy their snacks of fresh strawberries and can easily help themselves to water throughout the day to promote their good health. Children begin to understand that you wash your hands because 'it cleans them'. They enjoy plenty of fresh air when they have regular opportunities to play in the garden, go for walks and visit the local park.

Children behave well they respond to the childminder's careful reminders and they say 'excuse me' and 'please' and 'thank you'. This helps to support them to understand and respect the needs of others.

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?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	2
How well are children helped to enjoy and achieve?	1
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

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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