

Inspection report for early years provision

Unique reference number	EY221542
Inspection date	19/06/2009
Inspector	Jane Davenport
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 was registered in 2002. She lives with her husband and four children aged 17, 15, 12 and nine years old, in the Highams Park area of the London borough of Waltham Forest. The whole of the ground floor of the premises is used for childminding and a fully enclosed garden is available for outside play.

The childminder is registered to care for a maximum of six children under eight at any one time and is currently minding 11 children, six of whom are in the early years age group, all on a part-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The family have a pet cat, dog and gerbils. The childminder is a member of the Bluebell Childminding Network and the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder creates a warm and welcoming environment for children, where enjoyable activities and a good range of resources help to promote their learning. She has developed strong relationships with parents and carers, which enables her to have a good understanding of the children's individual needs and to ensure parents have relevant information about the provision. The childminder effectively uses her knowledge of each child and their interests, together with relevant observations, to plan appropriate activities that will help them make progress. She regularly reviews her practice and her understanding of the Early Years Foundation Stage (EYFS) to provide an effective learning environment for minded children.

What steps need to be taken to improve provision further?

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

- build upon and further develop self-evaluation systems to help identify strengths, weaknesses and ways of improving outcomes for children

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

- consistently obtain written permission from parents before administering medication to children (Safeguarding and Welfare) (also applies to the compulsory and voluntary parts of the Childcare Register)

19/06/2009

The leadership and management of the early years provision

The childminder is generally well organised and has good record keeping systems so that children's individual needs, routines, likes and dislikes are known and provided for. She plans her day well around children's routines and the individual children in her care, and ensures she spends quality time with each of them. An inclusive and welcoming service is provided for all children. Children play in safety as she ensures they are well supervised and that adults who are not checked do not have unsupervised access to them. She allows children a balance of being independent whilst helping them, at the same time, develop an understanding about how to keep themselves safe. For example, she explains to them not to push the swings in the garden when they are empty in case they swing back and knock them over. Children are further protected by the childminder's good understanding of the different types of child abuse, the importance of recording and reporting concerns and her extensive risk assessments of the home and venues for outings.

Children's sense of security in the childminder's care is fostered by the many ways she has devised for promoting inclusion and building good partnerships with parents. New parents are helped to settle children slowly and to share their preferences for how their child is cared for. All parents are given a copy of the childminder's policies and information about the services she provides. The childminder normally obtains all the appropriate written consents from parents for different aspects of children's care to ensure their wishes are respected. However, it is noted that on one occasion, she neglected to obtain prior written consent from a parent before administering medication. Although consent was given verbally, this is a breach of a welfare requirement.

Parents are able to support their children's learning and to enjoy finding out about their achievements through daily conversation with the childminder. They are also able to look at photographs and information about their child in the individual child profile books that the childminder is developing.

The childminder is fully reflective about her practice. She recognises the importance of self-evaluation as a tool for maintaining continuous improvement and has begun to use relevant systems to help her to identify areas for future development.

The quality and standards of the early years provision

Children move around the childminder's home with confidence, clearly making their own decisions about their play, investigations and subsequent learning. The childminder understands how children learn through play and investigation and knows each of her children well. She takes photographs of the children at play, which helps her to observe what they know and can do and enables her to plan activities and learning opportunities based on their specific interests.

The childminder is vigilant, ensuring that children are supervised and kept safe. She helps them to learn about road safety or stranger danger whilst they are out and about, for example, on trips to the local park. Back in the setting, children

learn how to use single handed utensils and resources safely and with increasing competence. For example, they are becoming adept at using rolling pins and cutters whilst making 'dinner' out of the play dough. Their developing language and imagination is fostered well as the childminder asks them open ended questions, such as, 'What are you making?' and 'What do you think it will taste like?' Children relish a sense of freedom as they play outside in the extensive, well equipped garden, developing their physical prowess as they run, swing, slide, climb and bounce on the trampoline. They gain valuable knowledge and understanding of the world as they talk with the childminder about aspects of the environment, note the speed of the trains passing by and learn to be gentle with animals as they play with the childminder's friendly Labrador.

Attention to providing healthy meals and snacks enables children to learn about foods that are good for them and those that are not so good. This, linked with the fresh air and exercise they gain, enables children to develop knowledge and good habits for future healthy lifestyles. The childminder supports children to learn about the importance of good hygiene, ensuring that they wash their hands at pertinent times and that nappy changing procedures are carefully carried out to limit cross-contamination. This is effectively reinforced with a hand washing sign in the bathroom that the children have coloured in themselves. A clear sick child policy, shared with parents and implemented in practice, enables the childminder to limit the spread of infection. The setting is organised to enable all children to rest or be active according to their individual needs.

Generally good standards of behaviour are displayed and minor disagreements are skilfully dealt with in a way that is appropriate to each child's age and stage of development. Children learn to share, take turns and play together cooperatively with the childminder's patient and discreet support. Young children are taken on regular outings to toddler groups and local activities where they learn to be part of a bigger social group. Children's efforts are regularly praised and their contributions valued, which helps them feel good about themselves. They are encouraged to respect other people, recognise their feelings and emotions and help each other. A sense of belonging is further reinforced with some lovely home made books in the book corner which feature the children who attend involved in activities. For example, a shopping trip, where they are shown with their shopping list, selecting the cheese and milk, putting them in the basket and paying for them at the check out.

The childminder has attended briefing training on the EYFS; she has successfully used available documentation and her own good knowledge of child development to deliver the framework effectively, showing a real commitment to meeting the children's learning and welfare needs. Regular observations of the children are carried out and shared with parents; these are descriptive, evaluative and linked to the EYFS principles. The childminder demonstrates an ability to accurately pinpoint children's starting points and to provide the appropriate support to enable them to move on to the next stage in their learning.

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?	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?	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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 19/06/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 19/06/2009