

Inspection report for early years provision

Unique reference number	EY382546
Inspection date	25/08/2009
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 2009. She lives with her husband and three year old daughter in a first floor, three bedroom maisonette, which is situated in South Woodford in the London borough of Redbridge. The whole of the childminder's premises are used for childminding and there is a fully enclosed garden available for outside play. Access to the premises is via a flight of stairs.

The childminder is registered to care for a maximum of five children under eight at any one time, two of whom may be in the early years age group, and is currently minding one child in the early years age group on a part-time basis. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder walks to local schools to take and collect children and attends local parent/toddler groups. She is a member of the National Childminding Association.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The childminder creates a very warm and welcoming environment for children, where enjoyable activities and a wide range of resources promote all areas of 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 comprehensive information about the provision. The childminder is aware of her strengths and areas for development and is beginning to consider methods for effective self-evaluation in order to maintain and improve the good quality of care she provides.

What steps need to be taken to improve provision further?

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

- develop self-evaluation systems for an ongoing review of practice to identify strengths and areas where improvements are needed
- plan and extend the range of resources to provide more natural materials for young children to explore

The leadership and management of the early years provision

The childminder has a positive approach to continual improvement and professional development. She has not yet developed formal systems for self-evaluation, but still demonstrates a sound understanding of her strengths and areas for improvement and this contributes to her capacity to maintain continuous improvement. She utilises regular training opportunities and holds current first aid and food hygiene certificates. Inclusive practice is promoted so that all children have their welfare and learning needs met and achieve as well as they can.

The childminder safeguards all children well, keeping them under close supervision during their play and protecting them from unvetted adults at all times. They move around the childminder's home freely and safely as all areas are well maintained and child friendly, giving them ample opportunities to explore their surroundings confidently. Children benefit from the childminder's sound understanding of child protection issues and practice, ensuring secure collection procedures are followed and visitors show appropriate identification before entry. The childminder has a clear awareness of safeguarding children in her care, keeping all areas of her home child friendly, well maintained and clean and using appropriate documentation as required. She uses an effective system of risk assessment of all indoor and outside areas and when taking the children on outings.

Parents are provided with good quality information about the early years provision. They are introduced to the childminder's policies and procedures, including the complaints procedure, by means of her informative 'Welcome' portfolio. Parents are well informed about their child's achievements and progress on a daily basis and are encouraged to share what they know about their child in order to identify their starting points.

The quality and standards of the early years provision

Children are secure and have developed good relationships with the childminder and each other. The childminder uses high levels of interaction with open questioning to support children's language development. Young children love looking at books; they eagerly react to a story about living on a farm and enjoy singing along to number rhymes such as 'One, two, three, four, five, once I caught a fish alive'. Children express their different emotions, secure in the knowledge that the childminder will respond appropriately. For example, children are supported when they express sadness because a toy is broken and are positively affirmed as they express joy when playing 'peek-a-boo'. Their physical development is promoted well because the childminder uses developmentally appropriate resources and strategies. For example, young children who are still ambidextrous are allowed to experiment with brushes and pens using both hands until they develop right or left handedness and children who are learning to walk are given space and positively encouraged to take their first steps.

Children play both independently and cooperatively, sharing play resources well. They are encouraged to behave nicely, use good manners and sit at the table for lunch. The childminder is keen to ensure children share toys, resources and equipment and demonstrates consistent behaviour management strategies, reminding children gently of her house rules as required. The childminder is very enthusiastic in her positive praise for all children in her care, boosting their self-confidence and self-esteem as they play and learn. For example, very young children clap and cheer as they build towers out of the stacking beakers, counting how many they use. They are encouraged to problem solve with chunky inset puzzles and posting boxes, turning the pieces round until they fit properly. The childminder understands the need to help children when required, but also gives them space to develop their independence in a secure and safe environment. Toys

and equipment are generally appropriate. However, young children would benefit from having access to more natural materials.

All children benefit from a clean and hygienic environment. The childminder is a good role model and encourages them to learn simple hygiene routines, such as appropriate hand washing procedures, from an early age. Children benefit from the childminder's clear knowledge and understanding of healthy eating, receiving a variety of nutritious and healthy snacks and meals each day. These include home made meat loaf, fish, chicken, fresh vegetables, salads and wholemeal bread. Vegetarian alternatives are always available and children drink freely from individual cups or bottles and request more as and when required.

The childminder has attended briefing training on the Early Years Foundation Stage (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 in their 'All about me' folders. These are descriptive, evaluative and linked to the six areas of learning in the EYFS. 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?	3
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:	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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