

Inspection report for early years provision

Unique reference number	EY359673
Inspection date	28/09/2009
Inspector	Lynn Palumbo
Type of setting	Childminder

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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.

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Description of the childminding

The childminder was registered in 2007. She lives with her husband and five sons, aged nine years and the other four sons are adults. They live in Chingford in the London borough of Waltham Forest within walking distance of schools, parks, and shops. Children have access to the ground floor rooms and the bathroom which is on the first floor. There is a fully enclosed garden for outside play. No children were present at the time of the inspection.

The childminder is registered to care for a maximum of three children at any one time. There are currently three children on roll, of which one child is in the early years age group. Children attend different times of the week. She is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The childminder takes children to local playgroups and she walks to local schools to take and collect children. The childminder is a member of the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is recognised and nurtured by the childminder who has a good knowledge of their individual needs and requirements. Children's needs are met because they are offered appropriate age and stage resources and activities suitable to their individual stages of development. She has established secure relationships with parents to ensure a collaborative approach for children's individual well-being and learning. The childminder has introduced systems to enable her to reflect upon her practice and identify future areas of development.

What steps need to be taken to improve provision further?

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

- ensure a record of risk assessment is conducted for each type of outing and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) 09/10/2009

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

- continue to implement observation and assessment systems in order to fully identify learning experiences for each child across all areas of learning and enable parents to incorporate their comments into children's individual records

The effectiveness of leadership and management of the early years provision

The childminder has a secure understanding of child protection procedures and knows where to make referrals. The childminder has ensured all required written parental permissions are in place and on site for all the children and babies in her care. Although the childminder has good records of risk assessments in place for her setting. A record of risk assessment for each type of outing and review before embarking on each specific outings is not in place; this is a breach of regulation. This does not ensure any potential hazards are promptly identified and minimised. The childminder has measures in place to support children's health and safety within the setting. She ensures children are accommodated in safe equipment suitable for the children's needs. She also uses stair gates around the premises to further secure their safety. She has a number of policies and procedures in place relating to her business, which are shared with parents. These include ones relating to equal opportunities, child protection and complaints.

The childminder has a designated play room for the children and has arranged the good quality resources at the children's level. This enables children to independently access them. In addition, the childminder has a photo book showing all resources she has on offer. This enables children to look at the pictures and ask for resources stored within boxes and in the childminder's cupboard. The childminder has good systems in place to self-evaluate and has identified some areas for development. She has recognised additional places within the wider community that she wishes to visit with children. This ensures children's knowledge and understanding for the world will be further extended and feeds into the continuous improvement of her setting.

The childminder has good links with early years support workers and she has attended a number of training courses. For example, she has an up to date First Aid qualification and certificate in food safety in catering. In addition, she holds an NVQ in childcare, learning and development.

The childminder has a good variety of resources to promote an awareness of diversity in society. For example, children and babies make Eid cards. They are all able to access the resources and have fun as they dress up in a range of outfits, such as Indian saris.

The childminder has good relationships with the parents. The childminder obtains all relevant information when children and babies start. This ensures the childminder is fully prepared to ensure they settle well into her setting. Parents are informed about their children's learning and development everyday and they have access to samples of their children's work. However, the childminder has not yet fully established systems to incorporate parents' comments into the profiles to ensure they are fully involved with their child's learning. She keeps abreast of current health legislation and government guidance to ensure she is continuing to meet requirements and also inform parents of healthy eating and contagious diseases.

The quality and standards of the early years provision and outcomes for children

The childminder demonstrates a good knowledge about babies' interests and provides resources and activities to extend these interests. For instance, she provides babies with a good range of discovery toys because they are exploring items that have buttons to press, light up and make sounds. The childminder has a good understanding of learning and development. The systems to plan for babies' individual needs through observing and assessing are established. The childminder is keen to implement these systems to ensure babies learning priorities are fully identified for all areas of learning.

Babies' communication is developing well; they consistently babble as the childminder talks about a range of subjects. They have opportunities to explore a good range of cloth picture books. Babies have good opportunities to develop hand eye coordination as they reach for their toes during nappy changing times. In addition, they reach out, grasp nearby toys, and retrieve when they fall. Babies have very good opportunities to develop physically; they ride on the seesaw in the childminders garden. Babies crawl around the play room and take an interest to pull up on secure surfaces. They manipulate trays of different coloured jelly. In addition, they play on the recreational equipment at the local park. Babies develop problem solving, numeracy and reasoning skills develop very well as they begin to build structures with bricks. They respond as they listen to the childminder sing number rhymes. In addition, they explore a good range of resources of different shapes and sizes in a treasure basket. Babies have good opportunities to develop creative skills, as they play with a range of musical instruments and move their bodies to the rhythm of the beat. They splash their hands in coloured water and hand paint at the playgroup. In addition, they become excited as they see different coloured lights on discovery toys.

Babies are learning to be healthy. They sit in the highchair and hold their hands out ready to be wiped by the childminder prior to their lunch. Babies are provided with healthy, home-made meals, such as chicken and vegetables. Babies have a close bond with the childminder; they smile as she affirms their actions. They enjoy exploring the features of the childminders face.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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