

Inspection report for early years provision

Unique reference number	EY295485
Inspection date	12/11/2009
Inspector	Gulnaz Hassan

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 2004. She lives with her husband and two children in a three bedroom house in the London borough of Waltham Forest. All of the ground floor and one bedroom and bathroom on the first floor are available for childminding purposes. The childminder is registered to care for a maximum of five children under eight years, of these, not more than three may be in the early years age group, and of these, of whom no more than one may be under one year. She is currently minding one child in the early years age group.

She is registered on the Early Years Register and on the compulsory part of the Childcare Register.

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.

The childminder provides a warm and welcoming environment for children and their parents. She respects the uniqueness of each child which is demonstrated through excellent partnerships with parents which further promotes positive outcomes for children. The childminder organises the provision effectively, promoting children's welfare and learning through very good systems and procedures. The childminder shows good capacity for continual improvement, which is demonstrated within her ability to reflect on her practice and to instigate clear targets for improvement. The childminder attends relevant training, has completed the Diploma in Home-based child care and has effective relationships with her early years co-ordinator.

What steps need to be taken to improve provision further?

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

- promote children's understanding of diversity through activities and experiences that encourage children to talk about, value and develop an understanding of their own and other cultures, religions and backgrounds
- promote children's understanding of being safe by discussing with them the actions to take in the event that they become lost

The effectiveness of leadership and management of the early years provision

The childminder has developed good systems to evaluate and reflect upon her practice. She has identified areas for improvement, such as the wider and more detailed promotion of diversity. The childminder has a good knowledge and understanding of child protection and a number of thorough safeguarding policies and procedures are in place. The childminder conducts effective risk assessments of her home, outdoor activities and outings to minimise potential hazards. All of

the policies and procedures are up to date and underpin the good practice carried out.

The childminder promotes most aspects of inclusive practice well with children having opportunities to play with the good selection of resources available. Planning and assessment reflect the uniqueness of the child and takes into account their individual needs and starting points. Children are learning about some aspects of diversity, such as about different family life styles and disabilities. Resources, such as posters and play materials, reflect different cultures and ethnic groups. However, opportunities for children to develop an understanding of diversity, for instance, through planned experiences to encourage children to value and develop an understanding of other cultures, religions and backgrounds, are not fully established.

Partnership with parents is outstanding. Parents are provided with excellent information about the Early Years Foundation Stage curriculum. Clear systems are in place for obtaining accurate and pertinent information about children's developmental starting points from parents. Children's progress towards the early learning goals is effectively monitored and clearly recorded. Parents have access to their children's development files and learning journals and their own detailed contributions ensure that children's care and learning is a shared process. The childminder works hard to establish effective partnerships with other settings to benefit the children in her care; she has developed links to ensure that communication is maintained across settings.

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

Children benefit from the childminder's very good knowledge and understanding of the Early Years Foundation Stage framework. She plans a broad range of interesting activities and experiences for children, which support them to make excellent progress in their learning and development. Activities are sensitively tailored to meet the individual needs of children. Their progress is monitored very effectively through regular observations and assessments. This information is used successfully in planning to inform the next steps in children's learning.

Children have access to a wide variety of age-appropriate resources from which to choose from. Activities are well planned and are based upon the childminder's knowledge of the children and of personal interests. Children enjoy imaginative play; they use good resources when playing vets, with bandages and doctor kits whilst discussing with the childminder what is wrong with the animals. The childminder provides consistent encouragement and praise to confirm children's achievements. Children engage well with the childminder and enjoy her company. They enjoy reading books together and engage in discussions that reflect children's concerns and anxieties; this means that children's emotional wellbeing is very well supported. The childminder supports children by planning further activities, such as story telling to introduce children to vocabulary that helps them to express their feelings and emotions safely. Children have good opportunities to develop physical skills and enjoy activities in the fresh air when they go to the park

every day.

Children are cared for in a safe, secure and caring environment. This helps them to develop skills for their future learning and education. They are developing positive hygiene practices which are instilled into their daily routines along with the emphasis on promoting healthy eating and exercise. Children are encouraged to play safely and they learn about how to avoid accidents within the home, for instance when going up and down the stairs and not to enter the kitchen when cooking is taking place. Discussions include the risk to children from strangers and road safety, however these do not include information about what children should do if they get lost. Children's behaviour is very good and constant praise and encouragement from the childminder helps to develop children's self-esteem and confidence.

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	3
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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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