

Inspection report for early years provision

Unique reference number	EY330601
Inspection date	20/05/2010
Inspector	Jane Davenport
Type of setting	Childminder

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the childminding

The childminder was registered in 2005. She lives with her partner and two sons aged eight and one years old in Walthamstow, which is situated in the London borough of Waltham Forest. The whole of the ground floor and the first floor bathroom/toilet are used for childminding purposes and there is an enclosed garden available for outdoor play. Access to the premises is via a step.

The childminder is registered to care for a maximum of five children at any one time, of whom no more than two may be in the early years age group, and is currently minding three children in the early years age group on a part-time basis. The childminder is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. She walks to local schools to take and collect children and attends local community groups. The childminder is a member of the Evergreen childminding network and the National Childminding Association.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a fully inclusive environment where the childminder is mindful of and in tune with their individual needs. She demonstrates a good understanding of the Early Years Foundation Stage and children are making good progress towards the early learning goals. Partnerships with parents are strong. They are kept fully informed about their child's day and the childminder respects and follows parents' wishes to ensure continuity of care. Children are safeguarded effectively in most aspects of their care. However, the childminder has not yet requested written parental consent for emergency medical advice or treatment. The childminder is reflective about her practice and demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- request written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 31/05/2010
- ensure that risk assessments include details of the person who has carried out checks of the premises (Suitable premises, environment and equipment). 31/05/2010

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

- update the records of risk assessments to include specific outings
- develop systems that are in place for involving parents in establishing

children's starting points when they first start to attend the setting.

The effectiveness of leadership and management of the early years provision

Children are generally safeguarded well. All adults in the household have been suitably vetted and the childminder demonstrates a sound knowledge of child protection procedures. A clear safeguarding policy supports her practice and this is shared with parents. A range of safety precautions are in place within the setting and a combination of thoughtful consideration, daily checks and written risk assessments ensure that potential risks to children are effectively identified and minimised. However, the childminder's risk assessment record does not currently include details of who has carried out the checks on the premises and, although she ensures children are kept safe on outings, details are not currently included in the risk assessment record. The childminder has devised a form for seeking consent for emergency medical advice or treatment, but parents have yet to sign to give their permission, and this is a breach of a specific legal requirement.

The childminder makes good use of her home to offer children warm and comfortable play areas within a family environment. They have plenty of clear floor space in which to explore and engage in their play. Resources, many of which contain positive images of diversity, are organised well to allow children independence to self-select and make their own choices, as well as enjoy the planned activities offered. Inclusive practice is promoted effectively. The childminder knows the children and meets their needs well; every child is recognised and valued for their individuality. She works closely with the parents to ensure that she is aware of each child's background and needs and, consequently, children are supported appropriately. For example, the childminder makes strenuous efforts to learn words and phrases in other languages and to incorporate them into the day when working with children who are bilingual, which shows them that she values both languages equally.

The childminder is committed to the continuous improvement of her practice. She self-evaluates her service and identifies areas of strength, and those to enhance. For example, she plans to attend courses in food hygiene, special educational needs and to keep her knowledge up to date in safeguarding children. The childminder is aware of the benefits of working together with other providers attended by the children in her care and has begun to take steps to establish these partnerships, for example, by completing transition forms with them.

Parents are not currently involved in establishing their children's starting points. Nevertheless, partnerships with parents are strong. Ongoing communication via daily diaries and observation folders means that they are well informed about their children's general well-being, areas of learning and the progress they are making. Written testimonials from parents indicate their satisfaction with the service provided. They state that the childminder is 'well organised, loving, caring and friendly', 'one in a million' and that their child 'comes home with a smile on their face'.

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

Children are well settled and happy in the childminder's care. They develop positive relationships with her and other children in her setting because of the good role model she provides. She is very calm and consistent in all her dealings with them and, as a result, they are familiar with expectations and develop a good deal of self-confidence. Children behave well and even very young children are encouraged to understand that throwing the toys is not acceptable and that they should cover their mouths if they cough. This is an effective way of teaching them to be sociable beings. In addition, children enjoy a variety of activities during which they can socialise with a wider group, such as attending toddler and activity groups in the local area. The childminder obviously enjoys the children's company and involves herself in their play effectively to promote their development. For example, she sits down on the floor with babies so that she is at their level and interacts warmly with them. She encourages their language development well by responding to the sounds they make, such as when they say 'oh, oh' or answer her question 'What does the duck say?' by saying 'quack, quack'. They receive lots of warm praise and encouragement, which increases their desire to learn.

The childminder speaks knowledgeably about the children and the stage of development they have reached. For example, she knows very well which stage of their physical development young children have reached and provides opportunities for them to make progress. This includes supporting a child at the pre-walking stage to hold on to a push along toy and take some steps in this way. She records observations of children's achievements, which are clearly linked to the areas of learning and include plans for children's next steps. Brightly coloured photographs and examples of the children's work make them visually attractive as well as informative for parents.

Babies love to listen to music and express themselves by banging toys together and 'dancing' on their bottoms. The childminder extends this activity by providing musical toys and instruments for them to play and encourages them to hold hands and sit opposite one another to play 'Row, row, row the boat'. She encourages their early problem solving skills by supporting them as they learn which shapes to put in the correct holes in the shape sorter.

Effective systems are in place to support children in developing a healthy lifestyle. For example, they receive healthy and nutritious snacks and meals and enjoy plenty of opportunities for physical exercise and outdoor experiences in the fresh air. The childminder works in partnership with parents, gains information relating to dietary requirements and ensures that very young children are safe as they eat. For example, she cuts fruit into manageable chunks and sandwiches into small cubes to prevent choking. This is also effective in promoting independence as it enables them to learn to feed themselves with minimal assistance. Children's good health and well-being is further promoted by the adoption of good hygiene practices, for example, when changing children's nappies and also by ensuring that everyone removes their outdoor shoes when coming indoors.

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	3
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

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

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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