

## Inspection report for early years provision

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<b>Unique reference number</b>	EY390554
<b>Inspection date</b>	11/01/2010
<b>Inspector</b>	Natasha Parsons

<b>Type of setting</b>	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 2008. She lives with her partner and young daughter, in the South Woodford area of the London borough of Redbridge. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play, which is currently not being used.

The childminder is registered to care for a maximum of five children at any one time and is registered on the Early Years Register and the compulsory parts for the Childcare Register. There is currently one child on role in the early years age group.

The family have a dog

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

A well developed knowledge of each child's needs ensures the childminder successfully promotes children's welfare and learning. Children are safe and secure and enjoy learning about their local community and the world around them. The partnerships with parents, are a key strength and are significant in making sure that the needs of all children are met. This means that children progress well, given their age, ability and starting points. Regular self reflection by the childminder ensures that priorities for development are identified and acted on, resulting in provision that responds to all user needs.

## **What steps need to be taken to improve provision further?**

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

- develop play materials, resources and activities to reflect diversity

## **The effectiveness of leadership and management of the early years provision**

The childminder demonstrates a strong commitment to her new childminding practice. She has attended the relevant training necessary for registration and is planning to continue to develop her knowledge and understanding through additional regular training for example, wiggle and giggle and baby signing courses. In addition she is supported by her local authority development team and is considering joining the local childminding network as a further way of developing her practice. She regularly reflects on her practice through discussion with other childcare professionals and records her ideas and thoughts in order to identify the areas she wishes to develop further as her practice progresses and evolves.

The childminder has a good knowledge of safeguarding issues and recognises that

practices change and she is committed to keep her knowledge current. She knows the procedures to follow, if she observes worrying signs and who to contact to report a concern. Consequently, a child at risk would be quickly identified and external support obtained. A detailed safeguarding policy is shared with parents, and parents are encouraged to keep her informed of any injuries children sustain whilst not in her care.

There are strong working partnerships with parents. The childminder has relevant policies and procedures reflective of the many aspects of the care provided and these are made available to parents. A useful daily diary sheet is completed for parents, and this is also used as a tool to keep extended family members aware of children's time with her. There is daily discussion on arrival and collection of the children and information is readily shared between home and the childminders that supports children's individual needs for example, sleep patterns. Parents are involved in decision making about how children spend their time and the activities they are involved in for example, attendance at preschool groups. Members of children's extended family are valued and benefit from being able to spend time in the childminders home making the link to children's home life even stronger. The childminder is committed to develop links with other providers who will share the care of the children for example, preschool workers and this will ensure that there is continuity in the delivery of the Early Years Foundation Stage.

The childminder helps to promote children's understanding of equality and diversity through access to books and play materials while at groups, and through the food provided. All children are encouraged to play with all of the resources regardless of their gender and they are encouraged to respect each other and to be kind. She is committed to extend the range of materials reflecting diversity within her provision.

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

Children and parents have benefited from the thorough settling in procedure operated by the childminder the sharing of information and ideas was encouraged and acted on, and she fully implemented the child's routine ensuring the child felt secure and parents were reassured. The childminder is understanding and sympathetic about how parents maybe feeling when leaving their children and aims to do all she can to support them at this time. The day is also structured to meet children's individual sleep and nutritional needs. Because of these good practices children are happy, and settled and have a good relationship with her and her own child, and parents are involved and their input is valued.

There is a good range of toys for the age and stage of development for the children cared for and these are accessibly arranged so children can choose what they do. Children enjoy time playing with paints, musical instruments, building blocks, buggies and books. And the childminder recognises children concentration is reflective of their ages. She effectively supports children to encourage them to think and learn. For example, when preparing lunch she asks the child to pass her a pan from the low level kitchen drawer, she enables children to make choices and

decisions that aid their independence and reduce frustration as they choose the fruit from the fruit bowl they want to eat. She is very responsive to their non verbal requests when they point and use body language.

The childminder carries out structured observations of children focussing on particular areas of their development for example, 'relationships with others' and links these to the six areas of learning. She also makes informal observations and uses these when making assessments of their progress. She then identifies the next steps in children's learning, plans and discusses with parents. The childminder knows what the children like to do and there are opportunities to develop their interest when they watch the computer printer, and develop their IT skills with household gadgets. There are daily outings to local parks, shops and childcare groups where the children play with soft play materials and mix with older children. Children learn early number skills as they count from 1-5 using books and hear rhymes and songs, learn print carries meaning and books are fun. Their physical skills are developed when they move freely in the home, run in the local park and at groups, other physical opportunities are considered based on children's ages and understanding.

Children's health and hygiene is promoted effectively. The premises are cleaned daily and robust systems are in place for the care of the family dog including regular worming. They learn about hand washing before and after they eat, and cross infection is prevented by the use of individual flannels. The childminder promotes healthy eating by providing a balanced meal, that is home cooked and freshly prepared. Children can select fruit from the bowl and enjoy raisins and fruit as snacks, they have water and milk to drink. And learn what food looks like during the different stages of preparation and cooking, and experience a range of different tastes this promotes their interest and enjoyment of food. Mealtimes are relaxed and paced to meet the children's needs, they actively indicate when they are ready to eat and how much. The childminder uses appropriate practices when changing nappies to avoid any risk of cross infection.

Children are kept safe in the home through the use of safety modifications including safety gates, socket covers, fire guard and cupboard locks. Harnesses are used in buggies and high chairs and children are constantly supervised and activities are organised to ensure this happens. Risk assessments are conducted, including outings when if needed adult to children ratios would be increased for example, trip to the London aquarium. A portable first aid kit, contact numbers are carried to ensure children's safety. And safety issues are updated to reflect children's ages and stages of development.

Children are learning to play together for example, as they play peek a boo. They are encouraged to be kind to each other, and children learn that the behaviour is wrong, and not them. Children's self-esteem and confidence is promoted when they are freely praised and their efforts are acknowledged.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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