

Inspection report for early years provision

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Inspection date	05/02/2010
Inspector	Sharon Henry
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 2009. She lives with her partner and young son in the Walthamstow area of the London Borough of Waltham Forest. The childminder uses the whole of the ground floor and part of the first floor of the premises for childminding purposes. There is a secure outdoor area for outside play. The childminder currently has two children in the early years age group on roll. The childminder is currently registered to care for five children under eight years, of these two may be on the early years age range. The childminder is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled in the childminder's care. Children engage in a range of stimulating activities and share warm, friendly relationships with the childminder and their peers. The childminder has a good knowledge and understanding of the Early Years Foundation Stage and as a result children make good progress in their learning and development. Although self-evaluation is in the early stages she demonstrates a very positive attitude and commitment to continuous development to enhance the service she provides

What steps need to be taken to improve provision further?

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

- ensure that observations are more effectively used to fully support children's next steps
- develop further the systems to monitor and self-evaluate the practice to ensure continuous improvement for children

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding and knowledge of safeguarding children. She understands the signs and symptoms that may occur and the procedures to follow in the event of concerns. The childminder has undertaken safeguarding training and has a written policy in place. This safeguards children's welfare and well-being. The childminder is very well organised and children's health and welfare are effectively met because the childminder keeps all the required documentation to support their all round well-being. Children are generally safe because the childminder has conducted a risk assessment of her home, minimised most risks and closely supervises children.

The home environment is organised effectively to support children's learning and

welfare. Children thoroughly enjoy playing in the childminder's home where space and resources are well organised so that they can access resources independently and safely. The equipment and resources are of a good quality and suitable for the ages of the children attending to support their learning and development. The childminder forms strong and trusting relationships with the children and their parents ensuring children's individual needs are met and that any additional needs are sensitively managed and supported. The clearly written policies and procedures are shared with parents and children's sense of belonging and security is developed through a gradual settling in period. Daily verbal communication with parents ensures they are kept informed of their child's day. Additional use of daily diaries ensures parents are given an outline of their child's progress or achievements. Children's registration forms are detailed and concise and clearly outline their individual needs and routines. The childminder understands the importance of working in partnership with other providers and agencies to ensure children's needs are well met.

The childminder attends relevant training in order to stay up to date and continue her own personal development and welcomes professional advice to continue raising standards. She is beginning to self-evaluate her work to identify strengths and areas to improve. The childminder demonstrated that she is keen to develop systems for monitoring and evaluating her provision.

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

The childminder promotes the children's welfare, learning and development. This is reflected in how settled, happy and comfortable the children are in her care. She has created a warm, welcoming and child-friendly environment. Children are provided with stimulating activities, resources and learning opportunities which has a positive impact on their ability to make progress across all areas of their learning and development. This is as a result of the childminder's awareness of the children's starting points, abilities and interests, and through the use of observations to monitor children's progress. The childminder generally uses observation to identify next steps. Consequently children are making good progress in their learning and development.

The childminder has increased her understanding of the regulations by developing her own policies and procedures and is active in updating her child care knowledge which benefits the children in her care. The environment is organised well to ensure no child feels excluded or disadvantaged. Children are settled and happy and respond well to the individual time and attention they receive from the childminder. She has a good awareness of what activities children like and what is of interest to them. She uses this knowledge appropriately to ensure they access the resources that support and extend their learning.

Children's personal, social and emotional skills are developing well as they have formed positive relationships with the childminder who also acts as a positive role model. Children's behaviour is closely guided and the childminder effectively helps children learn to take turns and consider others. Throughout the many planned

activities, the childminder successfully encourages children to co-operate, and through regular prompts and consistent guidance, she effectively supports children's behaviour and emotional development. For example, when children do find it difficult to share the childminder explains that there are plenty of resources for them all. The childminder consistently praises and encourages children which promotes their confidence and supports their emotional well-being and promotes their self esteem. Children are encouraged to develop good manners and appropriate social skills and they are polite and helpful.

Children adopt a healthy lifestyle. They go out every day because the childminder is aware of the importance of regular fresh air and exercise for young children's well-being. They visit local parks so that children can strengthen their muscles as they enjoy using large apparatus such as climbing frames and slides. Children are learning about healthy eating as they enjoy a well-balanced diet that consists of homemade meals and healthy snacks such as fruit. They develop good hygiene practices as they wash their hands at appropriate times of the day, and learn why this is important. Effective nappy changing arrangements minimise the risk of cross-infection. All of which contributes towards children's health and well-being. The childminder increases children's awareness of how to keep themselves safe through every day routines. For example, children learn how to walk sensibly up and down the stairs and how to sit safely at the dining table.

Children enjoy being creative as they paint paper cups and create their own faces using glue to stick different types of eyes and noses on. They become engrossed in planting cress seeds where they make their own plant pots, using resources such as cotton wool to layer the bottom. They add water and then discuss the importance of water, to which the children reply the seeds need the water so they do not get thirsty. Babies show interest in their surrounding as they spend time playing with the programmable toys, where they become excited as they press buttons to make a range of sounds.

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	3
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