

## Inspection report for early years provision

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<b>Unique reference number</b>	EY401621
<b>Inspection date</b>	30/04/2010
<b>Inspector</b>	Samantha Smith
<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.

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 2009. She lives with her husband and child aged 21 months in Walthamstow in the London borough of Waltham Forest. The whole of the childminder's ground floor flat is used for childminding purposes and there are communal gardens available for outdoor play.

The childminder may care for two children under eight years at anyone time and there are currently two on roll in the early years age range attending full and part time sessions throughout the week. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Outcomes for children are generally sound. The childminder is developing her knowledge and understanding of the Early Years Foundation Stage framework in particular systems of observations and assessment. As a result children are making satisfactory progress towards the early learning goals. Sound partnerships have been established with parents and there is regular exchange of communication between them, ensuring children's individual needs are met. The childminder is aware of the importance of evaluating her practice and has given this some thought, although she is yet to put this into practice.

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

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

- obtain written parental permission from parents to seek emergency medical advice or treatment in the future (Safeguarding and welfare) 25/05/2010

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

- consider the organisation of toys and resources to increase children's access to them and allow them to be in charge of their play and make informed choices about what they want to play with
- use observations and assessments to plan the next steps in each child's learning and link these to future plans

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

The childminder has a sound knowledge and understanding of child protection issues and there are clear written procedures in place that support her in her

practice. Positive steps have been taken in the home to minimise potential risks and hazards. For example, smoke alarms are in good working order, a safety gate is in place preventing children from going in the kitchen and there is a fire blanket in place in the kitchen. The childminder has fully risk assessed her home and has clearly identified aspects of her home that need to be checked on a regular basis. The childminder has effective written policies and procedures in place to support the effective running of her provision. Most of the required documentation is in place and well organised, with the exception of the written permission to seek emergency medical treatment or advice.

The environment has been organised appropriately to meet the needs of the children attending, which enables children to move around safely and mainly enjoy free access to toys and equipment, which are in good repair and fit for purpose. The childminder has sufficient knowledge of the Early Years Foundation Stage to support satisfactory outcomes for children and demonstrates her willingness to further develop this. She is currently completing a childminding course with the local authority. She carries out observations on children, although these are not used to plan for the next stages of learning nor are they linked to future plans. The childminder has given some thought to improving her practice but as yet there are no systems in place. There are sound systems in place to support children's health; there is a first aid kit stored in the home, which is also taken on outings and the childminder holds a current first aid certificate. The adventurous menus in place also encourage children to develop healthy eating habits and are culturally diverse, offering children a variety of dishes. Such as, Scandinavian vegetable and Ebly soup, Spanish omelette, Looz Sharba which is an almond soup and Chinese asparagus soup.

Although currently the children on roll do not attend any other provision, the childminder demonstrates a sound knowledge and understanding of her working in partnership with others. Children and their parents are welcomed into the childminder's home. There are displays of their work and photographs of themselves and family members in the entrance hall. Children benefit from the positive relationships that the childminder has established with parents. Information is gathered from them at the start of their child's placement and the childminder uses this as a baseline for supporting children's individual needs. Parents are provided with copies of the written policies and procedures ensuring that they are fully informed about the care provided.

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

The relaxed atmosphere enables children to express themselves freely and make decisions about their play. They engage in a range of activities that generally provide good levels of challenge and support their developing skills for the future. Their communication skills are supported through story times, singing and through the constant flow of conversation between them and the childminder. She uses open ended questions to encourage their thinking and listening skills.

Children are developing sound hygiene practices and demonstrate their

independence skills through everyday routines in place. They wash their hands at appropriate times throughout the day. Children are encouraged to be creative in their play through the interesting range of activities provided, for example, painting, collage, sand and water play, dress up and role play and music times. They enjoy regular access to the outdoor play space available through the communal gardens and the park close by, where they are encouraged to be active and engage in a range of activities that encourage their physical skills. Cooking activities and resources, such as shape sorters and a variety of construction toys, help children to problem solve as they measure, weigh and mix ingredients, identify shapes and construct their own models.

Children behave well. They are happy and well settled in their environment and have developed strong bonds with the childminder, to whom they respond well. They are learning how to co-operate and behave towards each other. Although at times there are disagreements over toys and resources, the childminder mainly manages this well. Children are learning about other backgrounds and communities, through topics such as around the world, exploring different foods, songs and cultural wear. There are further resources available that contribute towards this, including books, small world play and pictures. They spend time attending various groups with the childminder, where they are able to observe and interact socially with others children.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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