

Inspection report for early years provision

Unique reference number	EY350517
Inspection date	12/05/2010
Inspector	Jane Davenport
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 2007. She lives with her husband and two children aged three and one years old in Walthamstow, which is situated in the London borough of Waltham Forest. The whole of the ground floor, the first floor bathroom/toilet and two bedrooms 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 four children at any one time, of whom no more than one may be in the early years age group and is currently minding two 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 keeps fish in an aquarium. She 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.

The childminder provides an excellent range and balance of activities across the six areas of learning, helping children make good progress towards the early learning goals. She establishes warm and nurturing relationships with children and cares for them in an inclusive environment. Children's needs are met successfully through positive links with parents and the childminder shares information effectively, ensuring children are offered very good levels of support and consistency in their care. The childminder has a good understanding of her areas for development and uses the Ofsted self-evaluation tool to effectively monitor and evaluate her provision, which helps to ensure continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further the links with other settings attended by children in order to create consistency in the delivery of the Early Years Foundation Stage
- update the record of risk assessment to include any assessments of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

The childminder has a good knowledge and understanding of how to safeguard children. This means that all adults are vetted for suitability, visitors are closely monitored and procedures are in place to protect children's interests. The childminder conducts and records a thorough risk assessment of the premises and

equipment; however, although she ensures children are kept safe on outings by carrying out an informal check of venues when they arrive, details are not currently included in the risk assessment record. The childminder promotes children's good health and well-being at all times as she employs highly hygienic working practices, such as asking all visitors to remove their outdoor shoes and shows a good understanding of how to manage accidents and illness.

Children are able to access all registered areas of the accommodation, which is well planned and resourced. The childminder ensures that children's all round development is supported by appropriate resources, toys and activities. She has put a great deal of thought into this, which has resulted in a stimulating and challenging play setting for children. The childminder promotes child-led play but she becomes involved in this, when she feels it is appropriate, to enhance children's learning by offering guidance and making suggestions. This greatly contributes to children's play and enjoyment. The provision is inclusive as the childminder treats all children as unique individuals with the capacity to take part and build on what they can already do. The childminder respects and encourages the home languages of children, whilst simultaneously encouraging their development of English. Children are able to access activities and use resources that help them appreciate their diverse world in an age appropriate way.

The childminder demonstrates a real commitment to developing and improving the service she offers to children and their families. She regularly accesses courses that she feels are beneficial and has recently completed training in food hygiene, safeguarding children and the Early Years Foundation Stage. In addition, she has completed four of the five units contained within the Diploma in Home Childcare. She has completed the Ofsted on-line self-evaluation form in detail, thoughtfully identifying what her strengths are and setting herself some realistic goals for future development, such as carrying out more child-led observations of the children in her care.

There are excellent partnerships with parents in place. Parents play an active role in establishing children's starting points with the childminder as they fill in the 'This is me' form for their child. 'Backwards and forwards' books also play a very effective part in providing continuity of care for children and a seamless transition from home to the setting. Completed parental questionnaires bear witness to parents' satisfaction with the care their child receives and comments include that the childminder is 'reliable and trustworthy' and that their child feels 'completely at home' in the childminder's house. The childminder understands her role if children attend different settings and is beginning to forge links with them and share information relating to the Early Years Foundation Stage.

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

Children are contented and secure in this child-friendly environment where they can engage in a wide variety of activities. The childminder's warm and nurturing attitude towards them enables them to feel safe and secure in her care. Trusting relationships have been formed and children have developed a sense of belonging.

Children make progress as they access an excellent range of well planned learning opportunities. The childminder uses what she knows about children's starting points and capabilities as she makes regular observations to gain an overview of the progress that they make. All assessment information is carefully collated with examples of what children have achieved and photographs, which are linked to the six areas of learning. This detailed portfolio of achievement is shared with parents and is used to plan future activities and learning. This approach ensures that children face interesting activities with an appropriate level of challenge.

Children enjoy the freedom to make choices as they share books, use role play and small world equipment and access outdoor play resources. Children are assertive and express their needs clearly. They respond very well to the childminder and listen to her contributions and explanations. There is a good balance of adult and child-led play. As children initiate their own play and exercise their imaginations, there are many very worthwhile conversations which enhance the children's communication skills and their ability to express their ideas and opinions. For example, as they play with the small world farm set, they construct several enclosures and discuss where the different animals will go. They solve problems for themselves, such as how to make the enclosures big enough for their animals and use excellent negotiating skills and language. One child says to another 'I've taken the monkey out of the box because I know you like monkeys', to which the other child replies 'Please can my monkey's house be connected to yours?' A discussion takes place about whether monkeys actually belong on the farm and the problem is finally resolved by the monkey being invited for a sleep-over! The childminder observes the children's discourse from a distance and sensitively intervenes only to provide more bricks for their expanding farm yard.

A wealth of learning experiences enhances all areas of the children's development. For example, their knowledge and understanding of the world is extended as they work on their current theme of 'On Safari'. They point to the poster depicting various animal markings and correctly identify that they belong to a snake, giraffe and tiger, among others. They concentrate very well as they make hand puppets of an elephant and leopard and develop their fine motor skills and hand eye coordination using a needle and thread to stitch them together. Creative activities are also linked to the theme as they play with cooled, cooked spaghetti, which has been dyed green to represent the grass for their safari animals to walk on. They describe it as feeling like 'gloopy grass' and experiment by adding other food colourings to it.

Nutritious meals and snacks are helping the children to recognise healthy food as being a positive lifestyle choice. For example, they tuck into their wholemeal wraps, which have been cut into rabbit and dinosaur shapes and spread with cream cheese or jam. They also enjoy the raisins and yoghurts they are offered and are able to easily help themselves to fresh drinking water or juice whenever they need it. Walks to the park and local community facilities encourage them to find pleasure in being active. Billy the skeleton, a life sized teaching aid, is used effectively and children explain how it shows all the bones they have under their skin and how to keep them healthy. Children are developing an awareness of their own safety. For example, they look at their 'Traffic club' books and are able to accurately explain the importance of wearing seatbelts. They know how to

negotiate roads safely, using their looking and listening skills and finding a safe place to cross. This, together with their eagerness to help tidy up their play environment, helps them to develop good skills for the future.

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