

Inspection report for early years provision

Unique reference number	EY392395
Inspection date	19/05/2010
Inspector	Sandra Daniels
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 husband and two children age seven and three years in the Highams Park area within the London borough of Waltham Forest. The whole of the ground floor and two bedrooms on the first floor is used for childminding purposes. There is a fully enclosed garden for outdoor play. The childminder is registered to care for a maximum of four children under eight years at any one time and is currently caring for four children aged from one year to seven years, some on a part-time basis. The childminder is a member of the National Childminding Association (NCMA) and is registered on the Early Years Register and 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.

The childminder promotes a fully inclusive practice which is well organised and supported by a good range of documentation. She works closely with parents to ensure continuity of care is offered and individual needs are met. The childminder provides a warm, welcoming and child friendly environment where children feel valued and safe. She is committed to ongoing improvements through training and acknowledges the importance of self-evaluation, which enhances her provision and improves the outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the systems for observational assessment and planning in order to meet young children's individual needs
- extend children's learning environment to the outdoors to provide opportunities for doing things in different ways and on different scales than when indoors.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded while in the childminder's care. She has completed training and provides a comprehensive written policy outlining her responsibilities in this area. Written risk assessments are completed within the home and for routine outings which ensure children are safe and secure. The childminder has a good range of documentation to ensure the safe management of the provision and all required parental consents are in place. Equality of opportunity is at the heart of this setting. Unfair discrimination is tackled and the childminder is highly effective in ensuring that all children are well integrated. Children feel well supported and valued as they see commonly used words in their family's home language in the

setting.

The childminder effectively organises her home and resources to ensure children have good access to a wide range of good quality, age-appropriate resources. There are separate areas for different kinds of play and toys and equipment are stored so that children of all ages can choose for themselves. The environment is child-friendly and children can see colourful posters and their own art work. Effective systems are in place for self-evaluation and the childminder ensures she keeps up to date with current guidelines and legislation. She is committed to attending training courses and developing her practice to improve outcomes for children. Courses recently attended include safeguarding children, health and safety, food hygiene and the Early Years Foundation Stage. Written feedback from parents' questionnaires is particularly positive. The childminder builds effective partnerships with parents and carers and useful information is exchanged to ensure continuity of care and that children's individual needs can be met. Parents sign to acknowledge their understanding of all policies and procedures which are updated annually. Partnerships have also been established with other settings attended by some children in the childminder's care.

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

The childminder provides opportunities to promote children's physical development inside and out. Young children enjoy opportunities to crawl around safely and the childminder sensitively supports early walking skills. They hold hands and walk into the garden together. Although children have access to outside play almost every day, the childminder is considering ways of extending children's learning environment to the outdoors to provide more real-life experiences for them. They enjoy looking at books together, particularly a series of books about animals with rhyming stories. Children point to the animals and attempt to make the noises. They receive lots of praise and encouragement from the childminder, and clearly feel safe in her care. Children enjoy visits to playgroups and the local library with the childminder and this helps to develop their social skills as they mix with their peers. The children are very happy and confident and enjoy their time with the childminder. She is very attentive and provides a mix of adult-led activities and free play which appeal to the children and follow their individual interests. For example, whilst looking through some football cards, a child notices a player from Nigeria. They look on the atlas to see where Nigeria is and talk about what it is like there. The childminder provides a poster with every-day Nigerian words to extend the child's knowledge and understanding.

Each child in the Early Years Foundation Stage has a 'learning journey' book, which contains observations and photographs of them at play. It is clear that children are making good progress in the care of the childminder, although there are not yet structured systems in place for recording this.

The children behave very well. The childminder is very encouraging and praises children as they play and share. The children enjoy very warm relationships with the childminder and each other. Children freely approach the childminder for a hug

or to sit on her lap and share a book. The childminder ensures the children have plenty of appealing and accessible resources available to them and successfully uses distraction which promotes positive behaviour. The children are starting to learn about being healthy, the childminder talks to them about cleaning their hands before snack time, and gives them a choice of fresh fruit explaining she needs to wash it before they eat it. Young children are learning about keeping safe because the childminder is consistent in her approach and provides children of all ages with clear and suitable explanations. Children learn about road safety and they practise an emergency evacuation procedure with the childminder.

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	1
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

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